



The Children's House

Equalities Policy

ISI Code: 17a

This policy should be reviewed annually and as required by legislation.

Action	Reviewer	Date
Review	KO	Feb 2020
Approved by Chair of COM	DB	Feb 2020
Date for next internal review		Feb 2021

Reviewed policy published on:	
On website	✓
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EQUALITIES POLICY

Introduction:

The Children's House is a place where children and adults of all races, religions, disabilities, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. This Policy outlines our commitment to ensure that each member of the school community:

- Is treated fairly and equally
- Respects others and is respected
- Can express themselves and are valued as individuals
- Takes part in the full life of the school
- Has equality of opportunity to fulfil their potential

We believe that equality and non-discriminatory practice at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, valued and of equal worth.

The Equality Act 2010:

The legal framework for this policy is the **Equality Act 2010** which brings together previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995 and Sex Discrimination Act 1975.

The Equality Act 2010 covers the following protected characteristics:

- Disability
- Sex (gender)
- Race (Ethnicity)
- Pregnancy and maternity
- Religion or belief
- Sexual Orientation
- Gender reassignment
- Age
- Marriage and civil partnership

In our school we will ensure that at every level, in all our work and throughout all aspects of our school community and life therein, everyone will be treated equally.

Types of Unlawful Discrimination: This policy includes our priorities and actions to eliminate discrimination and harassment for the above protected characteristics. Types of unlawful discrimination include direct or indirect discrimination, harassment, associative discrimination, perceptible discrimination, third party harassment and victimisation.

The Public Sector Equality Duty Act requires schools to publish information specific to our school community. This is set out in Appendix A. Our Single Equality Action Plan for 2019-2020 is at Appendix B.



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Aim of the Policy:

The aim of this Policy is to set out our policies and practice in regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Children's House provides an education for everyone, acknowledging that the society within which we live is enriched by the diversity, culture and faith of its citizens.

The following concepts are key to our practice:

- Shared humanity: identifying commonality and shared values, aspirations and needs.
- Valuing difference and diversity: we appreciate the richness within our differences and look for genuine ways to celebrate and further our understanding of them.
- Inclusion: where barriers to learning are challenged so that each member of our school community can thrive, achieve and be valued for the unique contribution they make.
- Endeavour: we aim to inspire everyone to strive to realise and fulfil their unique talents and gifts.
- Our duty to promote equality.

THE SCHOOL'S COMMITMENT TO RACE EQUALITY

The definition of institutional racism is, 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, beliefs or ethnic origin. It can be seen through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.' We have a duty to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Actions to ensure Racial Equality:

- maintain a written policy on racial equality (we have integrated this into this Equality Policy);
- review our obligations towards equalities duties annually.
- monitor pupils and staff by ethnic group;
- Equal Ops training and discussion for all staff
- any racially discriminatory incidents to be reported to Head/s and dealt with appropriately under Behaviour Policy guidelines.
- provision of resources and displays reflecting the rich diversity of peoples from all world cultures and communities.

THE SCHOOL'S COMMITMENT TO DISABILITY EQUALITY

Definition of Disability:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."



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We are committed to ensuring that all children, staff and the wider community with any form of disability are not treated any less favourably in any of our procedures, practices and access to the curriculum.

We seek to:

- Promote equality between disabled persons and others, monitoring the number of children and staff with a disability.
- Eliminate discrimination under the Equality Act 2010.
- Promote positive attitudes towards disability ensuring that displays and resources reflect diversity.
- Positively use the curriculum to promote difference.
- Review the Disability Access/Action Plans annually.
- Respect the wishes of children and staff with a disability.

Tackling Disability Harassment:

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must:

- Stop the incident and comfort the child who is the victim.
- Reprimand the perpetrator and inform the victim about any action taken.
- If the incident is witnessed by other children, tell them why it is wrong.
- Report the incident to the Head/s and inform her of the action taken.
- Inform the class teacher of the victim and perpetrator and record what happened in the Incident Book.
- The Head/s will inform both sets of parents, if appropriate.

Disability Access:

We will:

- Maintain and monitor the school's Disabled Access Plan.
- As far as our resources allow, make reasonable adjustments and provision of resources for children with disabilities to ensure that they have equal access to the same educational opportunities as children without disability.
- We will not discriminate against a child with disabilities in relation to admissions in our school. Applications will be considered in line with the admission arrangements for all pupils. An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:
 - The content and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it; or
 - The school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our curriculum and needs of the child to be met.

Responsibilities:

- All staff have a duty to ensure inclusion of children with disabilities.
- Wherever practicable the school will consider and seek to employ disabled people in posts suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010.



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- Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the informed discretion of the Headteacher and Council of Management, dependent on their ability to carry out the duties of their post.
- The School will endeavour to make any reasonable adjustments to enable the employee to continue in their post or (if available) an alternative post, including:
 - A gradual return to work
 - A reduction in hours
 - Redeployment
- The School will provide staff training to raise awareness of children with disabilities and access to the curriculum. Teaching assistants will support teaching staff as required, to help ensure that children with disabilities have equal access to the curriculum.

THE SCHOOL'S COMMITMENT TO GENDER EQUALITY

The Children's House will seek to eliminate unlawful discrimination and harassment and promote equal opportunities through:

- Reviewing children's attainment data by gender.
- Providing children with resources and planned opportunities to challenge gender stereotyping.
- Ensuring that resources and displays promote gender equality and challenge gender stereotypes.

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SINGLE EQUALITY SCHEME

The purpose of our Single Equality Scheme is to fulfil our duties to promote equality for people with protected characteristics and embed fairness and equality at the heart of our school community and in all aspects of our provision, policies and practices. In promoting equality and complying with legislation we will aim to ensure that our actions are proportionate and relevant to the equality issues within our school. This means we will prioritise those actions that will enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes.

RESPONSIBILITIES

Council of Management:

The Council of Management has a duty to promote equality of opportunity and eliminate discrimination. Its role is to ensure the school complies with statutory requirements in respect of the school's policies and actions.

Senior Leadership Team (SLT):

The SLT promotes equality and eliminates discrimination by:

- Implementing this policy.
- Raising awareness of all the duties within the whole school community.



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- Referring to relevant and up to date documentation from the Equality and Human Rights Commission.
- Ensuring understanding of the broad legal definition of disability.
- Ensuring the school has a named Equal Opportunities Co-ordinator: Jessica Collins.
- Ensuring action plans are undertaken for all protected characteristics by a working group to include a governor; SENCO; parent rep; Equal Ops Coordinator; SLT.
- Ensuring the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately.
- Providing appropriate training for staff and other members of the school community
- Monitoring the outcomes and impact of policies, practices and action plans.
- Ensuring sponsored places are appropriately targeted and monitored.

Equal Opportunities Co-ordinator:

- Support all staff in the implementing of this Policy, providing advice and accessing useful resources.
- Maintaining updated School in Context at Appendix A.
- Assisting the Head/s in managing equality issues and concerns in circumstances of harassment and bullying.
- Sharing in devising and implementing the school's equality action plan.

All Members of the School Community:

We regard equality for all as a responsibility for all. Staff, children and volunteers will contribute to ensuring that our school is a fair, just and cohesive community by:

- Contributing to the implementation and review of the school's Single Equality Scheme.
- Behaving with respect and fairness to all members of the school community.
- Following the school's procedures by reporting issues or concerns related to any form of harassment or bullying promptly to the Head/s. The Head/s will then talk to all parties concerned in a non- judgemental manner and assess the situation with the Equal Ops Coordinator. They will then use their professional judgement to decide on a course of action, which has the potential to range from a warning to exclusion.
- Teachers will have a responsibility for ensuring that the equality and diversity of the community is reflected in their planning and resources throughout the year.

HOW THE SCHOOL MEETS ITS COMMITMENT TO EQUALITY

Admissions and Attendance:

- A clear policy is made available on the website, Parent and Staff Handbooks and by request to the school's office.
- We address Equality and Diversity through ensuring that equality is included as an explicit aim in our school website. We will reflect the diversity of members of our society in our publicity and promotional materials.
- Our setting is open to all members of the community.
- Comprehensive information about children's ethnicity, languages, religion and physical need is included as part of our admissions procedure.



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- Families are made aware of their responsibilities in relation to pupil attendance and absence.

Assessment, Achievement and Progress:

- We plan and set challenging targets for every child, free of gender, disability, cultural and social bias.
- Staff have high expectations of all children in both achievement and behaviour.
- We encourage children to improve on their own achievements and not to measure themselves against others. Parents will also be encouraged to view their own children's achievements in this light.
- Teachers provide opportunities for self-assessment eg goal targets and support plans for children with SEN.
- Assessment is systematic, planned for, relevant and useful.
- Staff use a range of methods and strategies to assess children's learning.

Behaviour and Exclusions:

- Children, staff, parents and carers are made aware of the procedures for dealing with harassment and know that any language or behaviour which is racist, sexist or potentially damaging to any individual is unacceptable.

Creating an inclusive school:

Key factors:

- The school has a dedicated SENCO who co-ordinates the support plans for children with individual needs. She provides support to staff and also to individual children.
- Ownership by the class teacher of the child's learning programme, with the support of Learning Support and Teaching Assistants where the need is identified.
- Good communication between the school and the parents.
- Support for the school from external agencies and organisations eg Speech and Language therapist (weekly), occupational health and physiotherapist where the need is identified.
- Children learning respect and tolerance for one another and learning ways of working together so that everyone can participate.

Teachers:

- Accept responsibility for the learning of all the children in their class.
- Have accurate assessment information on each child.
- Have a thorough knowledge of each child and understand how they learn best.
- Work towards the full participation of all children in their class.
- Celebrate the achievement of every child.

The SENCO and Headteachers:

- Assess the quality of learning for children with SEN and/or disabilities and their progress.
- Plan on a yearly basis for developing and improving disability access. This has recently included ramps, highly visible low-level handrails, high visibility marking tape on the church hall stairs, adapted toilet cubicles in both schools, accessible resources, rubberised playground including quiet areas.
- Provide training to staff where necessary eg manual handling, Makaton, managing children with challenging behaviour, training to use epipens and paediatric first aid.



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- Arrange home visits for children with SEND where appropriate.

To foster the development of friendships, the school:

- Provides opportunities for children to interact normally eg group activities, playtimes, and lunchtimes.
- Uses circle time and books to explore feelings.

Curriculum:

- The curriculum encourages children to develop positive attitudes about themselves and others through assemblies, circle times, targets, praise and rewards, friendship bench, monitors.
- The curriculum takes account of ethnicity and background of all children eg Our Wonderful World week, Book Week, parents sharing religious and festival celebrations.
- Using positive images and resources to promote and celebrate the diversity and richness of a wide ethnic and cultural society.
- Enabling children to feel empowered to learn and achieve by: providing encouragement and support to persevere; activities with achievable outcomes; praise and celebration of achievements eg assemblies, golden book, star stickers and certificates; contributing to the community eg singing at local care home and sharing a tea party with them, charity fund raising (wheelies, harvest festival mini farmers market and bake-in, Christmas auction, Red Nose Day, outreach charity project); School Council and Children's Voice through assemblies, circle times, persona doll sessions, eco council.

English as an additional language:

- The EAL Co-ordinator (Jessica Collins) maintains a current EAL Register for children in the school and arranges transition meetings between teachers to provide consistency for children as they move through the school.
- In order to ensure each child's language and learning needs are clearly identified class teachers make an initial assessment of the child's English language acquisition, including gathering information about the child's ability in his or her home language. For children whose home language is not English and who are in the early stages of acquiring English, the class teacher completes a termly observation of the child's stage of English language development, which is shared with the EAL co-ordinator. Children's progress is monitored and Next Steps are put in place.
- All adults working with children promote understanding and communication through:
 - use of props, gestures and pictures
 - modelling correct English
 - individual or small group work
- Children not making expected progress are referred to the EAL/SEN Co-ordinator for further assessment.
- Teachers will provide rich language experiences and reinforcement of subject vocabulary for children with EAL.
- We value the home language and culture of multi-lingual children and plan for activities which include a child's home language eg parents reading stories.



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Food:

- We work in partnership with parents to ensure that the dietary, medical and cultural needs of the children are met eg Health Care Plans, lunch box guidance, no nuts policy, Healthy Living Week.

Language:

- We aim for a clear, concise use of language in our documentation.
- All members of the school community are expected to use appropriate language which does not transmit or confirm stereotypes or offend; creates and enhances positive images of groups of people with protected characteristics; creates the conditions for all people to develop their self-esteem; uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Leadership and Management:

- Our school policies aim to reflect a commitment to equal opportunities.
- Policy and practice evaluation and review is used to identify specific actions to address equality issues.
- The performance of groups of children (gender, SEND, EAL) are analysed and actions planned for to improve performance.
- Bursary places are means tested and monitored to ensure children in need are targeted. The school funds extra support eg after school clubs, speech and language therapy.

Partnership with Parents:

- The school is governed by its Council of Management which is supported by an active Parent Committee.
- Information about children's progress and the curriculum is given to parents through a planned schedule of regular parent meetings.
- We actively seek and respect parents' views as part of our working partnership on behalf of the child.
- The school works closely with the Parent Committee eg meetings, annual fund-raising auction, summer fair, Love in a Box.
- We welcome the diversity and richness of all family lifestyles and encourage families to contribute stories, artefacts and resources of their everyday life to the school (Our Wonderful World Week, Book Week, participation in all major religious festivals).
- We will take action against any discriminatory behaviour by staff or parents. Any discriminatory language and/or behaviour on or around the premises are totally unacceptable and will be dealt with immediately.

Partnership with External Groups and Agencies:

- We establish strong links with external agencies and groups, which provide guidance and support for children with SEN and disability.

Personal Development and Pastoral Care:

- Provision is made to cater for the spiritual, moral, social and cultural needs of all children eg circle times; persona doll discussions, assemblies including golden



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assembly celebrating kindness and consideration for others; parents sharing their faiths and festivals with the children; themed weeks including Our Wonderful World, Book Week, Healthy Living; cultural visits and visitors such as trips to art galleries, African drumming, the Junk Orchestra, puppeteers storytelling; strings programme; plot to grow in at community garden; links with church, synagogue and Hindu temple.

- Children support charities through fund-raising eg making decorations and Christmas cards for the school auction, baking for harvest festival, running their Outreach stall at the summer fair, donating Love in a Box at Christmas time.
- Children's well-being is assessed termly using the Leuven well-being scales.
- There is a monthly school council meeting and a weekly monitor's assembly through which children communicate their concerns, likes and dislikes which are then acted upon by the school.
- Year 2 monitors take on responsibilities eg friendship bench, welcoming new children to the school at the transition tea party.
- The school eco-council meets monthly, with representatives from each class. Each week eco-warriors are appointed to work on eco-issues in the classroom and playground.

Staffing, Recruitment and Development:

- All applicants for posts will be assessed against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and DBS clearance.
- The skills of all staff are recognised and valued.
- Staff handbooks, induction training and regular professional development activities and reviews are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and where possible reflect the diversity of the local and wider community.

Teaching and Learning:

We aim to provide all our children with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Have a flexible approach to the use of support staff.
- Ensure the teacher has ownership of the child's learning programme.
- Use materials and resources that reflect a range of cultural backgrounds without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Ensure that the classroom is an inclusive environment in which all children can feel that their individual contributions are valued.
- Provide opportunities for children to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole of the curriculum covers issues of equality and diversity.



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- Take account of children's different ways of learning and individual needs.
- Seek to involve all parents in supporting their child's education.
- We will promote attitudes and values that challenge discriminatory behaviour.
- Provide activities and educational visits that are inclusive of all groups of children.
- Make the best use of all available resources to support the learning of all groups of children.
- Identify resources and training that support staff development.

This Policy was reviewed, amended and agreed by the Council of Management in February 2020. It will be reviewed again in one year's time.

Dawn Brindle

Agreed by _____ Chair of the Council of Management



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APPENDIX A: SCHOOL IN CONTEXT – updated September 2019

School Population of Children:

		Number	%
Total		113	100
Gender	Girls	61	54
	Boys	52	46
Ethnicity	White		
	British	58	51.3
	White British-Irish	3	2.7
	White European	11	9.7
	White British other	13	11.5
	Mixed		
	White and Black Caribbean	0	0
	White and Black African	0	0
	White British and European	5	4.4
	White and Asian	6	5.3
	White and Middle Eastern	1	0.9
	Any other white mixed background	1	0.9
	Black, Black British		
	Black British African	1	0.9



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	Asian, British Asian British Asian – Indian	2	1.8
	British Asian – Pakistani	2	1.8
	British Asian other	2	1.8
	Chinese, Chinese British	1	0.9
	Turkish, Turkish British	1	0.9
	Any other Ethnic background.	5	4.4
	Information withheld.	1	0.9
Religion/Belief	Christian	50	44
	Hindu	2	1.8
	Jewish	2	1.8
	Muslim	3	2.7
	Sikh	1	0.9
	No Religion	52	46
	Information withheld	3	2.7
Special Educational Needs	Wave 3 Provision – Statement.	1	0.9
	Wave 2 Provision	1	0.9
	Speech and language needs	6	5.3
English as an additional Language		9	8.0
Emergent or Simultaneous bilingual or trilingual		28	25.

This is our staff community:

		Number	%
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Total Number of staff		31	100
Gender	Male	3	10%
	Female	28	90%
Ethnicity	Black:		
	Black British	1	3.2%
	Black African	1	3.2%
	Black Caribbean	1	3.2%
	White:		
	White British	18	58%
	White European	3	10%
	Asian		
	British Asian -Indian	1	3.2%
	Hispanic	2	6.4%
Mixed:	White British/Malaysian	1	3.2%
	White British/Chinese	1	3.2%
	White British/USA	1	3.2%
	British Indian/Arab	1	3.2%
Religion/Belief	Christian	17	54.9%
	Muslim	2	6.4%
	No religion	12	38.7%
English as an additional language	Yes	4	12.9%

APPENDIX B - ACTION PLAN 2019-20

Aim	Action	Responsibility	Time	Outcome/ Impact
All Staff to be aware of the	Continue to plan for regular opportunities	Heads, SENCO to arrange with	On-going. Termly	Children make sufficient



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children with SEN in the School.	for SENCO to discuss needs of individual children within the Wave 2 and 3 Provision mapping.	teachers at the start of each term/half termly as support plans are updated.	meetings.	progress to integrate into wave 1 provision. If not, additional analysis and support can be provided.
Children to have regular opportunities to learn about equality and diversity.	<p>Weekly Assemblies to include topics related to diversity issues.</p> <p>EAL Co-ordinator to provide lists of festivals at the start of the year for teachers.</p> <p>Teachers will develop boxes containing artefacts, books, clothes and images relevant to the children in their class. (SEF SIP)</p>	Heads, all teachers and teaching assistants	On-going weekly assemblies and circle times.	<p>Children from other cultures feel their background is acknowledged and celebrated.</p> <p>Children understand and value the diverse backgrounds of their peers.</p>
Develop ways of consulting and engaging with parents, pupils, staff regarding Equal Opportunities: first languages/cultures	<p>EAL/Equal Ops Co-ordinator release to liaise with colleagues to update EAL Register, complete child observations and Grid.</p> <p>Extend parental input from Wonderful World Week to throughout the Year: Invite parents and grandparents into the school to talk about their family's culture/religion, to share stories, photographs, food etc</p>	EAL coordinator, all Teachers	On-going	<p>Staff will have an insight into the diverse cultures in the school.</p> <p>All families and staff feel valued and included in the school community.</p> <p>Pupils will feel that their backgrounds are valued.</p>



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<p>Class environments promote diversity and equality.</p>	<p>Teachers to ensure reading materials include positive role models, reflect and value diversity and challenge stereotypes.</p> <p>Teach songs in home-languages and have props/posters around class to promote equality/diversity.</p> <p>Text is displayed in other languages around the class environment.(Key areas labelled)</p>	<p>All teachers, EAL/Equal Ops Co-ordinator to research and order new resources when required.</p>	<p>On-going.</p>	<p>Teacher's provide a diverse and enriching learning environment for all.</p> <p>Children gain a secure understanding of their diverse community.</p>
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