



Kirkoswald C of E School

Equality policy and single equality scheme

Friendship

Forgiveness

EQUALITY POLICY STATEMENT

At **Kirkoswald C of E School**, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At **Kirkoswald C of E School** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination: -

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics: -

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme will be reviewed every four years and is reported on to the Governing Board annually.

Signed:
Headteacher *G Ellis*

Date: **23rd January 2023**

Signed:
Chair of Governors *M.M.Bowman*

Date: **23rd January 2023**

SINGLE EQUALITY SCHEME

Aims

- To articulate this school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010.

This Equality Scheme will demonstrate how we promote good practice across all areas of school life for both, pupils and staff by:

- eliminating discrimination, harassment or victimisation related to any aspect of social identity or diversity
- promoting equality of opportunity and positive attitudes to all aspects of social identity and diversity
- encouraging participation by disabled people and people representing different aspects of social identity in public life
- taking steps to take account of difference even where that involves treating some people more favourably than others
- taking proportionate action to address the disadvantage faced by particular groups of pupils (when applicable)

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education.

Kirkoswald C of E School believes that it provides an education that is accessible by pupils with disability and that the needs of every pupil are taken into account within school.

When a situation presents itself relating to a specific need the school addresses this on an individual basis and promotes inclusive education.

Roles and responsibilities for implementing the Single Equality Scheme

The Governing Board will and does:

- ensure that the school complies with all relevant equality's legislation
- support the headteacher in implementing any actions necessary
- ensure that people are not discriminated against when applying for jobs at the school on grounds of race, gender, disability, faith/religion, age, gender reassignment
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents, carers and pupils
- welcome all applications to join our school, irrespective of a child's socio-economic background, race, gender, disability, faith/religion
- ensure that no child is discriminated against whilst in the school on account of their race, gender, disability, faith/religion
- inform and consult with parents about the scheme when relevant
- evaluate and review the scheme every four years
- recommend all governors receive up-to-date training in all equality's duties
- designate a governor with specific responsibility for the Single Equality Scheme
- draw up, publish and implement the school's equality objectives
- establish the action plans arising from the scheme are part of the School Development Plan
- evaluate the objectives and action plan yearly

The Headteacher will and does:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that staff understand the broad legal definition of disability and have access to training to help implement the scheme when necessary

- ensure that the scheme is implemented effectively, and that staff are kept updated with any developments in relation to elements of the scheme
- manage any day to day issues arising from the scheme whether for pupils, for the school as an employer or for the local community
- monitor the scheme and report to the Governing Board at least annually
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with the assistance from relevant agencies
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- report any incidents of racism in accordance with the Equality Act and LA guidance
- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer

All Staff: teaching and non-teaching and other adults involved with the School will:

- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- keep themselves up-to-date with relevant legislation and attend school organised training and information events
- make known any queries or training requirements
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Scheme and its Equality Objectives
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures for reporting incidents of racism, harassment or other forms of discrimination

Pupils will:

- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- understand the importance of reporting discriminatory bullying and racially motivated incidents
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination

School aims statements

Staffing and employment

Kirkoswald C of E School complies fully with legislation which protects the staff (including teachers, teaching assistants, student teachers) and other adults working in the school, from discrimination based on the protected characteristics. To do this we will:

- ensure that the staff are trained to help them understand their equality duties
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled
- monitor recruitment and retention
- invest in continued professional development opportunities for all staff
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the

application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties

- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators

Pupils' attainment and progress

Kirkoswald C of E School expects the highest possible standards. Everyone has high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. Monitoring and analysis of pupil performance by ethnicity, gender, disability and special educational need and social background takes place. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

Curriculum development and delivery

Kirkoswald C of E School aim to provide all its pupils with the opportunity to succeed, and to reach the highest level of personal achievement

To do this, we will and do:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- monitor achievement data by ethnicity, gender and disability and action any gaps
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour
- take account of the achievement of all pupils when planning for future learning and setting challenging targets
- ensure equality of access for all pupils and prepare them for life in a diverse society
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress
- seek to involve all parents and carers in supporting their child's education
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning

Pupil welfare and pastoral care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour

- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs
- ensure that staff are empowered to raise any concerns with the headteacher relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups

The Quality of Provision – Curriculum and Other Activities

Kirkoswald C of E School aims to provide an appropriate curriculum for pupils of all backgrounds.

To do this we will and do:

- monitor and evaluate its effectiveness through target setting and attainment analysis
- ensure that all pupils participate in the mainstream curriculum of the school
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are looked after by the Local Authority
 - pupils who are at a risk of disaffection and exclusion
 - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity: and that all subjects contribute to the spiritual, moral, social and cultural development of all pupils
- deliver a curriculum which reflects and values diversity; encouraging pupils to explore bias and to challenge prejudice and stereotypes
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences
- make use of web-based technologies (web sites and the VLE) to support a high-quality learning and teaching experience, which is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments)

Behaviour and Attendance

Kirkoswald C of E School expects high standards of behaviour from all pupils as appropriate for their developmental level, and all staff and others who are working or connected with the school.

Details of these expected standards are set out in the Whole School Behaviour Policy.

Through the school ethos and curriculum, we want the pupils to understand about the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and that all staff operate consistent systems of rewards and sanctions
- recognise that cultural background and disability may affect behaviour, which is taken into account when dealing with incidents of unacceptable behaviour
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation; which are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. Behaviour of this nature will not be tolerated and action will be taken to prevent, challenge and eliminate this from occurring

- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cumbria LA policies. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this scheme: adults in school are expected to lead by example demonstrating high expectations of all pupils
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment: ensuring they understand that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print when required
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability
- make provision for leave of absence for religious observance, for staff as well as pupils
- monitor attendance by gender, ethnicity and special educational need: background is also considered with action taken in order to address any disparities between different groups of pupils
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis
- expect full-time attendance of Traveller/Gypsy pupils whilst they are on the roll of the school

Partnership with pupils, parents, carers and the wider community

Kirkoswald C of E School has established good links with the local and wider community and welcome them into the school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school. Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equality's duties
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country
- include representation from the widest range of relevant groups that we can reasonably achieve
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community; ensuring information and meetings for parents are made accessible for all
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education, and when applicable information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community

Leadership and Management

Kirkoswald C of E School has a clear admissions policy and procedures which are in line with those issued by Cumbria LA. The aim is to ensure that the admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children
- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Board/LA
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored
- ensure that everyone associated with the school is informed of the contents of this policy
- all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it
- ensure that staff training continually highlights equality issues, and that equality is incorporated into the induction programme for new staff
- recognise and value the skills of all staff, including non-teaching and part-time staff ensuring that all staff are given status and support and are encouraged to share their knowledge
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy
- ensure that resources and displays in the school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes; reviewing them regularly to ensure that they reflect the inclusive ethos of the school

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society, looking for opportunities to enrich the curricular experience of all the pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays
- acknowledging the different means of communication e.g. British Sign Language

Gender Equality

Kirkoswald C of E School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise the requirements of the Gender Equality duty and give due regard to it by:

- eliminating unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- promoting equality of opportunity between women and men in all we do
- recognising that society has stereotypes for both women and men, who can both lose opportunities because of these stereotypes
- being aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- working in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- ensuring the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates)

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need, with consideration being given to background: action will be taken in order to address any disparities between different groups of pupils
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have

Disability equality duties

Kirkoswald C of E School commitment to disabled pupils, their families, and staff equality have the following objectives. We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings
- ensuring we take their needs into account when procuring goods and services from our providers
- promoting positive images of disabled people
- challenging patronising or discriminating attitudes
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families

Racial equality duty and community cohesion

Kirkoswald C of E School recognises that Black, Asian and Minority Ethnic (BAME) people may experience discrimination on the basis of colour, race, nationality, religion, and ethnic origin.

- Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities
- The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

Gender equality duties

In accordance with the Single Equality Scheme, we recognise the requirements of the Gender Equality duty. We will:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- promote equality of opportunity between women and men in all of our functions

Religion and belief equality duties

Kirkoswald C of E School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Sexual orientation equality duties

Kirkoswald C of E School is committed to combatting discrimination faced by lesbians, gay men, bisexual people, and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping, and improve knowledge about LGBT communities, both internally and to the community as a whole.

The school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

Complaints

If a member of the public feels that they have suffered harassment or have been treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age,

marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

- Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.
- We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.
- Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Board on complaints made and action taken.

Kirkoswald C of E School – Single Equality Scheme Objectives

Context

- Kirkoswald C of E School is a Voluntary Controlled School located in the rural village of Kirkoswald Cumbria
- NOR: 62 in Main School,
- PAN: 14– 3 mixed aged classes:
- Class 1: Reception, Year 1 and 2
- Class 2: Year 3 and 4
- Class 3: Year 5 and 6
- SEN - 0 pupils on the Special Needs register.
- 0 pupils on the Gifted and Talented register.
- FSM – 5 pupils currently eligible for Free School Meals.
- Attendance – overall authorised and unauthorised absences are below the national average.
- Vast majority of children white British.
- No fixed term exclusions recorded
- Pupils from a range of socio-economic backgrounds
- Strong farming link and wide rural catchment area.
- 1 Looked After Children in school.
- Staff have areas of responsibility according to strengths and experience. Teaching assistants are deployed in every class bringing specific skills
- Collaboration with other local schools, local Secondary School, and local community (church, Parish Council, KEG and Allotment group)

Summary:

- The school has gained an excellent reputation over the last few years.
- The staff work effectively as a team
- Children at the school are offered a wide range of opportunities to excel in sport and the Arts as well as taking part in their local community.
- The Governing Board is very active and supportive of the school. The constitution of the different committee's best utilises the skills and knowledge of its members.