

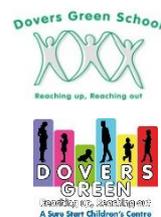
SINGLE EQUALITY PLAN

January 2019

Responsibility: Anya Salisbury
Anna Durbridge

Approved by Governors: January 2019

Review Date: January 2020



The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school so as to aid the development, progress, and needs of all the children in our care.

This Plan sets out how the school will promote equality of opportunity regardless of race, sex, gender orientation, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Reigate School's Governing Board and leadership team in line with the Equality Act 2010 and is the foundation of all the school's other policies - particularly the **Special Educational Needs and Disability Policy**, **Admissions Policy**, **Anti-Bullying Guidance** and the **Behaviour for Learning Policy**. Copies are also held in paper files in the school office.

This Plan will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Aims and Values

Dovers Green school is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Through our policy and practices we aim to promote equality in all areas of school life. We are committed to creating an environment in which all individuals can develop for the benefit of themselves, the school and the community.

The school opposes all behaviour that undervalues or damages the self-respect and personal development of the individual. Prejudice, discrimination, and victimisation are not tolerated, and we instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

The school aims to provide equality and excellence for all in order to promote the highest possible standards. We will work to eliminate discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds by:

- Creating an understanding of the multicultural and diverse society in which we live;
- Eliminating discrimination through greater understanding, tolerance and mutual respect for personal dignity of all who work and learn in the school community;
- Creating an ethos where individuals are judged on their merits by developing a diverse and inclusive curriculum to meet the needs of all students;
- Providing open access to all areas of the curriculum and enrichment activities;

- Developing and outlining procedures for managing specific circumstances that threaten the status of the individual;
- Analysing performance data and monitoring achievements of all named groups, implementing strategies for improvement if necessary;
- Providing further disabled access to the building as and when financial resources are available.

School Profile

Dovers Green School is an 4-7 mixed infant school with a High COIN unit. We have approximately 286 children on roll. It is situated in the Woodhatch area of Reigate. The school draws from a mixed catchment area and has a broadly national average intake. There are currently 23 children on the SEND register and 41 children who are in receipt of Pupil Premium (PP). 12.59% of children are eligible for free school meals (FSM).

Discrimination

All forms of discrimination by any person within the school will be treated seriously. All incidents are logged and addressed by senior members of staff.

Discrimination occurs when certain groups or individuals are excluded or inadvertently prevented from taking part in or experiencing particular learning situations or achieving success by the nature of their age, religion/belief, socio-economic group, ability, disability, gender, sexual orientation, gender reassignment, ethnic or national origin.

Within our Value based curriculum, PSHE and RE curriculum topics such as homophobia and bullying are used to help students to understand difference. All teaching staff have had the Government's PREVENT training.

We support the victim(s) of such incidents through our robust pastoral systems, providing them with appropriate intervention where needed. The perpetrators of such incidents undergo an investigation into their true beliefs and will be attend ELSA sessions to help them explore their beliefs. If the school feels there is a discriminative prejudice, bias or belief set within the family or individual, then extensive intervention around these issues is employed.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

The Governing Board

The Dovers Green School Governing Board will:

- create and approve this Single Equality Plan and with the help of the Headteacher/Senior Leadership Team ensure that is adopted correctly throughout the school;
- ensure the school complies with all equality legislation and the school's equality objectives;

- monitor and evaluate the effectiveness of the Single Equality Plan annually and make any amendments to improve on the Plan when and where necessary;
- nominate a named governor to oversee the implementation of the Single Equality Plan, monitor equality outcomes, and regularly report back to the rest of the Governing Board;
- ensure that parents are informed of any incident related to this scheme which could directly affect their child;
- report to parents, carers, and the wider community on the progress of the school's Single Equality Plan through the school prospectus, the school website, and the school's annual report.

The Headteacher and Senior Leadership Team

The Headteacher, with the support of the rest of the Senior Leadership Team, will:

- promote the Single Equality Plan both within the school and externally to the rest of the community;
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school;
- report back to the Governing Board on how the Plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this Plan and the school's policy towards all types of discrimination;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies as outlined in the school's Behaviour for Learning Policy and Anti-Bullying Guidance;
- show a commitment to undertake development and training within this area;
- engage with the school in eliminating any discrimination and act as a good example to pupils;
- promote a positive working environment;
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Students

Students at the school will:

- understand what discrimination means;
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site;
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred;
- work to promote the anti-bullying strategies outlined in the school's Anti-Bullying Guidance and Behaviour for Learning Policy;
- set a good example regarding behaviour and social awareness to younger students and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- promote a positive attitude towards equality at home;
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's Single Equality Plan;
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in;
- respect and follow our equality when visiting the school.

Key groups at risk

Dovers Green School recognises, respects and values difference. We understand that diversity is a strength which should be celebrated. We take account of differences and strive to remove barriers and disadvantages that people may face in relation to ethnicity, disability, religion, gender and sexual orientation.

Whilst we recognise that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

➤ **Race**

Dovers Green School is a fully inclusive infant school that supports children from all cultures and ethnic groups. Students and staff are aware of cultural differences and respect such differences. Our Social, Moral, Spiritual and Cultural (SMSC) framework encourages discussions and learning about prejudice and bias in lessons and other learning activities.

Firm action will be taken by the school in the event of any racist incident. A racist incident is when the actions of individuals from one ethnic group are directed at members of another ethnic group. This results in an unfriendly environment which can lead to individual unhappiness and group intimidation.

Anyone involved in any form of racism will be reprimanded and cautioned. The matter must be reported to the Headteacher; Miss Anya Salisbury

The Headteacher will report numbers and nature of any incidents to the Governors, through the termly report, and the LA. A Racist Incident file is kept and maintained in the main Office.

➤ **Disability**

The main school building was constructed in the 1950s. There is one floor and all areas are accessible by ramps and accessible by wheelchairs.

There is a designated Disabled Parking space available in the car park.

If students have physical limitations, then the school makes adjustments in terms of adult assistance and also managing leaving classrooms to avoid times when corridors are extremely busy. Students' individual requirements are met through consultation with the

SENCO. This can include physical aids to access education. These might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs. It may also include portable aids such as extra robust scientific glassware and specialist pens and pencils for children with motor co-ordination and poor hand/eye skills.

You can find all the information about our school's SEND provision including our provision for inclusion in the school's SEND Policy, SEND Information Report and the school's Accessibility Policy.

➤ **Sex; Sexual Orientation; Gender Orientation**

Dovers Green School is a fully inclusive comprehensive school that supports all children in our care. Students have PSHE lessons which consider, when appropriate issues such as homophobia, sexual orientation and identity. Dovers Green school's nurturing approach, ELSA and Draw and Talk therapy supports students' social, emotional and mental health needs.

➤ **Religion or belief**

All students at Dovers Green School have Religious Education lessons. Aspects of religion and belief are also explored in other areas of the curriculum including in Geography assemblies and PSHE. The SMSC framework links such learning with the social, moral, cultural and spiritual aspects of life which is integrated classroom practice.

If there is an incident of discrimination, we support the victim(s) of such incidents through our robust pastoral systems providing them with appropriate intervention where needed. The perpetrators of such incidents undergo an investigation into their true beliefs. If the school feels there is a discriminative prejudice, bias or belief set within the family or individual then extensive intervention around these issues is employed.

Promoting equality and social awareness in school and within the local community

The school promotes equality and social awareness through the PSHE programme taught to all students and through the social, moral, spiritual and cultural (SMSC) aspects of learning that are interwoven into the school curriculum subject areas. Through the curriculum, students are encouraged to discuss and understand the meaning of prejudice and discrimination and the impact of such behaviour on individuals and groups.

The school promotes social awareness in the local community in a range of ways. This includes: supporting local charities; collecting for food banks at harvest time; carol singing in care homes; The School Council discuss the needs of those in the school and local community and are involved in making decisions about which charities are supported and what events the school is involved in.

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of. Form rooms display the Code of Conduct expected of all students in the school.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our

provision for and policy on inclusion for SEND in our SEND Policy and SEND Information Report on the school website.

Student Voice

Through our support of student voice, we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between students from different year groups, students and staff, and students and the wider community.

Students apply to be a member of the School Council. Meetings are held weekly.

Recruitment and Employment

Dovers Green School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, sex, religion, age, disability, marital status, pregnancy and maternity, sexual orientation or gender orientation. Dovers Green School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this Plan is the foundation for all its activities.

Open and fair employment practices are implemented according to national policies and for teachers' conditions laid down in the School Teachers' Pay and Conditions of Employment. The school values diversity amongst its staff and in all recruitment the best candidate will be appointed following strict professional and safeguarding criteria.

The term 'staff' includes all employees on the school site.

Where a candidate is known personally to a member of the selection panel, it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

Dovers Green School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our Staff Disciplinary and Capability Procedure, Code of Conduct and Staff Grievance Procedure.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's performance management process, Appraisal and Staff Development Policy provide a framework through which the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Students

Behaviour, exclusions and attendance

The school Behaviour for Learning Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area. In administering the Behaviour for Learning Policy and Anti-Bullying Guidance, detentions and exclusion will be applied when necessary to any student irrespective of race, gender or ability.

The Curriculum

Curriculum equality is prominent in the PSHE curriculum but may also be discussed within other subjects and courses as appropriate.

Monitoring and review

This Single Equality Plan will be reviewed annually by the Governing Board, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;

- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

This Single Equality Plan has been prepared using a template produced by Browne Jacobson solicitors.