

Clinton Primary School Equality Policy and Plan

Our School Vision

‘Learning Together

Opening Eyes

Building Community

Reaching for the Skies’

Our vision has at its heart a sense of togetherness with appreciation of diversity inherent in that. We aim to inspire all children to reach their potential within a community built upon strong relationships. We are committed to ensuring equity of experience for all pupils, staff, parents and carers at Clinton Primary School. This document explains how we meet the General and Specific Duties of the Education Act; maps out how we’re working towards our aims and demonstrates our progress as a school.

Education Act (2010)

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The **two specific duties** for schools aim to assist them to meet the general duty. Schools should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

The plan at towards the end of this document shows how we at Clinton meet these duties, providing the rationale for actions we’re taking. We update the statement of impact termly.

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation.

Our plan, (outlined below) although not stating each individually, will address every one of the protected characteristics.

Publishing equality information

As a minimum, schools should publish information on:

- The diversity of the school population (see appendix 1)
- How they are performing in relation to the three aims of the Equality Duty (see action planning below)

Clinton Primary School Aims:

- To ensure there is rigorous adherence to the specifications of the Education Act and to the intent behind this policy from staff, children, parents and other visitors.
- To build a culture where **everyone** feels welcome, valued and accepted.
- To ensure that if there are occasions where anyone experiences discrimination that there are robust systems in place to deal with those instances.
- To ensure, through regular analysis, that children and staff and all visitors to school are given equity of opportunity so that all can thrive.
- To help children to feel secure in their own identity in order that they are willing to accept people who are different to them.
- To show children how people are different (considering each of the protected characteristics) in order to develop empathy and a readiness to accept people with differences.

Diversity Statement

As part of securing an ethos which ensures equality we have written a diversity statement, which is displayed around Clinton, to be clear what we believe.

“At Clinton, we are just as enthusiastic about our differences as we are about what we have in common. We want everyone - children and adults - to feel fully welcome and accepted in our community no matter what their gender, race, religion or belief, disability, sexual orientation, social background or age. We don’t want ANYONE to feel like an outsider in our school. We know that this ethos helps all children to thrive, and we will actively challenge any discrimination.”

We expect all members of the community, including all visitors, to adhere to the intent behind this statement.

Links with other policies

Clinton Primary School's policies commonly address equality of opportunity. Those below are even more closely linked.

Behaviour policy

Anti-bullying policy

SEND policy

Medical Conditions at School policy

Global Citizenship policy

How will the policy be reviewed?

The policy statement itself will be reviewed by governors every 3 years – unless there are changes to the law.

The plan, and success towards achieving the intended impact, will be reviewed each term by the Quality and Standards committee of the governing body, with progress reported in termly Headteacher reports to the Full Governing Body.

Views on the policy statement and action planning will be sought from parents via questionnaires and through communication with the newsletter.

EQUALITY ACTION PLANNING AND IMPACT

Objectives	Rational for objective	Success Criteria	Actions	Timescale / Lead	Impact
GENERAL DUTY: Schools are required to have “due regard” to the need to: Eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; foster good relations.					
To deal adequately with any discrimination.	It is essential that if people feel they are the victim of discrimination that this is resolved.	<p>Systems are in place to record incidents.</p> <p>These are then used to review actions and their impact – and to report to governors to do the same. Procedures to manage discrimination are clear to staff.</p> <p>Procedures are followed in order to reach resolution.</p>	<p>Governors to review and anti-bullying behaviour policies, with staff made aware of procedures.</p> <p>Logs that record discrimination to be maintained by senior staff and reviewed with governors.</p> <p>Feedback to be gained from victims of discrimination in order that their views on how effective our policies are can be taken on board.</p>	<p>Policies reviewed by SP and governors by end April 2019 and July 2019 respectively.</p> <p>Staff to have adopted practises once reviews complete.</p> <p>Logs and procedures to be evaluated and numbers of incidents to be reported to governors and analysed termly.</p>	
To set a culture within which discriminatory behaviour by adults / children is unlikely.	If the school has a strong identity of being welcoming and not tolerating anyone ‘feeling like an outsider’ this will positively affect how everyone relates to each other. Sometimes this starts from children not being secure in their own identity.	<p>The Community knows that we have an inclusive ethos that doesn’t tolerate discrimination.</p> <p>Children are (allowed to be) brave enough to be themselves, even if that means being different.</p> <p>Children can talk about what it means to feel like</p>	<p>Display around the school a ‘diversity’ statement which shows what we believe in, sharing this with parents.</p> <p>Use assemblies to teach children how we have to allow people to be themselves, even if they want to be different. Also work on children being brave to share how they are different. Also draw out occasions where people</p>	<p>SP, staff and governors to design and display by end Feb 2019.</p> <p>Continuous, with this a particular theme throughout 2018-19 – using guidance from</p>	

		an outsider and they understand how that could happen to members of their community.	might feel like outsiders and how we can avoid those situations.	'No Outsiders' by Andrew Moffat.	
To ensure everyone visiting Clinton feels welcome.	The school community is diverse, with adults and children with protected characteristics. If children are to thrive, then it's crucial the culture is accepting.	All visitors feel at ease and welcome in school. Children from all backgrounds are happy at school.	Promote how we feel about accepting people with different characteristics via displays in the school hall, through celebration of children's work with parents via school communications (often through collection of their thoughts), and in any other way that presents itself.	Continuous, with this a particular focus throughout 2018-19.	
To heighten children's awareness of what sorts of behaviours can make people feel like outsiders.	Children aren't always aware of how behaviours / things we say affect others, making them feel like outsiders. They can be unaware of how we people who are different to us might feel – or be treated.	Children know more how people might be made to feel like outsiders. Children are more knowledgeable about differences between people and are accepting of these.	Teach No Outsiders curriculum throughout the school, with 5 lessons taught in each class.	All teachers, starting in Jan 2019.	
To get children to see great value in people with different characteristics so that their role models are from a broad set of people.	Tolerance and respect is the least we should expect. We want children to be inspired by people with different characteristics.	Children have positive experiences interacting with people from other cultures and characteristics e.g. through Black history month, celebrating women in science etc.	Ensure there are lots of opportunities for children to hear about other faiths from the local community. Build contacts and visits. Strengthen links with schools in other countries.	Staff teaching RE. Build in a visit and a visitor in each year-group. Staff teaching French throughout 2018-19. Residential visits to France.	

			Build stronger link with Global Care to develop interest in our sponsored child. Ensure curriculum addresses a range of 'world' issues.	April 2019 Review April 2019	
To use a variety of data gathered in a range of ways to ensure groups of children / staff are equally involved and do equally well.	Without proper evaluation, discrimination may be happening unconsciously OR it may be that 'positive discrimination' is necessary in some instances to improve equity.	Where data shows particular groups of children seemingly making less progress, or attaining less, gaps begin to narrow. Where there appears to be inequality of opportunity for staff, this is addressed.	Termly pupil data analysis completed along with planning to address needs. (This to become half termly where an issue arises). Annual review of staffing (including success with performance management) to be completed.	Termly Carried out in December each year from 2019.	
To ensure all children can access the curriculum (including the wider curriculum) as fully as is reasonably possible.	Children should not miss out on activities, in comparison with their peers for any reason, as this is not equitable. Alternatives / adjustments must be made available as far as is reasonably possible.	All children can access their year-group trips. All children can access the school curriculum (as much as is possible with reasonable adjustment).	Evaluate upcoming school trips to ensure all children can take part. Adjust the trip or make alternative arrangements as far as is reasonably possible. Evaluate access to the curriculum (including the wider curriculum) each time an Individual Education Plan is reviewed. Ensure barriers are removed as well as possible. Termly review of those attending clubs / trips in order to evaluate success of accessibility planning.	Continuous In line with IEP review cycle. Termly.	