



Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

Document Control Sheet

Document Title:	Equality policy
Document Type:	Policy
Owner:	Headteacher
Governor Committee:	FGB
Date adopted by governors:	23 rd January 2024
Re-adoption date:	January 2026
Policy Type:	Data, personnel
Statutory Policy:	Yes

Document History

Date:	Summary of Changes:
January 2024	No changes made to previous version apart from inclusion of the school's current vision and removal of references to ongoing building work in the accessibility plan.

1 INTRODUCTION

- 1.1 Colliers Green Church of England Primary School is committed to promoting fairness and equality in everything that the school does acknowledging the diversity of all people who make up our school community. Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of the community of Colliers Green Church of England Primary School.
- 1.2 Colliers Green Church of England Primary School believes that every member of the school community has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment Colliers Green Church of England Primary School will actively promote policies and procedures aimed at realising the full potential of every individual. Colliers Green Church of England Primary School will endeavour to maximise resources to ensure that opportunities are open to all. It is the objective of Colliers Green Church of England Primary School to comply with the spirit as well as the letter of the law.
- 1.3 Unfair discrimination may include harassment, stereotyping, prejudice, bullying, and victimisation. This may be direct where a person is treated less favourably than others would be in similar circumstances or indirect where a requirement is applied equally to all groups but has a disproportionate effect on the members of one group because a considerably smaller number of members of that group can comply with it. This applies whether intentional or not. Unfair discrimination may include actual or perceived grounds. It also covers and protects a person who is friends with or associates with somebody who is covered by a particular ground. Direct discrimination is unlawful unless it can be objectively justified. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the issue in question. Unfair discrimination will not be tolerated and may constitute a serious disciplinary offence. In extreme cases it may involve a criminal act which will be reported to the police.
- 1.4 This policy does not mean that everyone will be treated equally. Different people may be treated in different ways depending on their requirements.
- 1.5 This policy and any related procedures will be easily accessible and well publicised. This policy intends to comply with all statutes and regulations and the present and future legislation will override this policy if appropriate.

2. SCOPE

- 2.1 This policy applies to all aspects of school life. This includes:-
- (a) Staff recruitment, staff promotion and staff training
 - (b) The curriculum, teaching and learning and class room practice
 - (c) Pupil admissions and attendance
 - (d) Pupil's attainment and progress
 - (e) Pupil behaviour, discipline and exclusions
 - (f) Pupil's personal development and pastoral care

- (g) Membership of the Governing Board
- (h) Partnerships with parents and communities

It is intended to apply to the whole school community including visitors when appropriate. Colliers Green Church of England Primary School will promote equality of opportunity and eliminate discrimination in particular with regard to:-

- (a) Sexual orientation gender or gender reassignment
- (b) Marital status or being in a civil partnership
- (c) Age
- (d) Nationality, ethnic origin, creed or colour.

The school having due regard to the need to:-

- Eliminate unlawful racial discrimination.
- Promote racial equality
- Promote good relations between people from different racial groups.

- (e) Disability

The school having due regard to the need to:-

- Promote equality of opportunity between disabled people and other people.
- Eliminate unlawful discrimination and harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs even if this requires more favourable treatment.
- Directly discriminate if it can be justified and reasonable adjustments are not possible.

- (f) Gender

The school having due regard to the need to:-

- Promote gender equality and eliminate sex discrimination.
- With employment to consider genuine occupational requirements for a particular quality such as gender may be appropriate.

3. TEACHING AND LEARNING

3.1 Colliers Green Church of England Primary School stresses the importance of equality as a dimension of teaching and learning and requires:-

- Education that combats unfair discrimination that may be caused by intolerance or ignorance.

- Education that values diversity and promotes understanding and respect.
- Fairness that is demonstrated by effective communication.
- Prevention of stereotyping and lack of awareness and encouragement of positive attitudes towards the differences of individuals.
- To use its best endeavours to provide equal access to the curriculum for all pupils.
- To use the resources of the school and the teaching methods and styles that take account of needs of pupils with different backgrounds.
- That our school is educationally inclusive and recognises that each pupil has a voice and we listen and respond appropriately.

4. RESPONSIBILITIES

- 4.1. The Governing Board will ensure that the school complies with the appropriate legislation and that this policy and any related procedures are implemented.
- 4.2. The Headteacher will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities.
- 4.3. All staff with leadership and management roles have additional responsibility ensuring Colliers Green Church of England Primary School's commitment to equality is reflected in:-
 - The attitudes and behaviour of staff for whom they are responsible.
 - Arranging appropriate training.
 - Their willingness to acknowledge and tackle examples of unacceptable behaviour.
- 4.4. All staff must:-
 - Deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination.
 - Lead by example with their attitude and behaviour.
 - Be willing to acknowledge and encourage good practice by people they manage.
- 4.5. All staff will undertake appropriate training.
- 4.6. Parents, visitors and contractors should where appropriate be made aware of this policy.
- 4.7. All members of the school community must recognise that each individual has to uphold the law and the principles of fairness and equality.

5. MONITORING

- 5.1 Colliers Green Church of England Primary School recognises that genuine equality can only be achieved by monitoring what is actually happening and then using this information to improve future action. The Headteacher will implement appropriate procedures necessary for the assessment of this policy. This is particularly relevant in considering the impact on the attainment levels of pupils according to their race.

6. BREACHES OF THE POLICY

- 6.1 All persons who do not comply with this policy may be liable to disciplinary action and/or a complaint being dealt with under the complaints policy of Colliers Green Church of England Primary School. Complaints will be treated with discretion and confidence wherever possible but anonymity cannot be guaranteed. Any concern relating to this policy should be raised with the Headteacher.

7. POLICY REVIEW

Policy will be reviewed when necessary.

1.1 PART ONE

1.1.1. Colliers Green Church of England Primary School Single Equality Scheme

This Scheme sets out the strategies of what we are currently doing and plan to meet our general and specific equality duties and to achieve our aims for equality and diversity in particular as regards disability race and gender. We want this scheme to influence and inform the way we deliver our educational services.

1.1.2 Strategy 1 – Vision and Values

Equality, fairness and valuing of diversity at Colliers Green C of E Primary School is embedded within our vision and values. Our Vision is as follows:

Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and happy learning environment, rooted in Christian values. We encourage and nurture our children to be aspirational, kind, resilient and to achieve academic success.

The vision is supported through our Values: ***Aspiration, Resilience and Community***

1.1.3 Strategy 2 – All learners are of equal value

All learners and potential learners are of equal value and should benefit from the educational services of Colliers Green Church of England Primary School:-

- Whether or not they are disabled
- Whatever their ethnic cultural or religious backgrounds
- Whichever their gender

1.1.4 Strategy 3 – Staff Development

Policies practices and procedures should benefit all members of our staff, for example in recruitment and promotion, performance management and in continuing professional development:-

- Whether or not they are disabled.
- Whatever their ethnic cultural or religious backgrounds.
- Whichever their gender

1.1.5 Strategy 4 – Relevant differences should be recognised

Treating people equally may mean treating them differently. Policies practices and procedures must not unfairly discriminate but may be different to take into account life experience, outlook and background and in the kinds of barrier and disadvantage which people face in relation to:-

- Disability so that reasonable adjustments are made
- Ethnicity so that different cultural backgrounds and experiences are recognised
- Gender so that different needs and experiences of boys and girls, women and men are recognised.

1.1.6 Strategy 5 – Community Engagement

We work closely with many partners and agencies in delivery of our functions and services:-

- We wish to listen and involve and respond to the school community. We will undertake a range of surveys and consultations with our partners.
- We will create focus areas for improvement
- We recognise the importance of collecting analysing and acting upon information to successfully discharge our duty of equality

1.1.7 **Strategy 6 – Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impact, policies, practices and procedures should take opportunities to maximise positive impact by addressing, reducing or removing inequalities and barriers that may already exist between:-

- Disabled and non-disabled people. People of difference ethnic cultural and religious backgrounds boys and girls, women and men
- We wish to involve those who may in the past have been excluded or disadvantaged or continued to face barriers due to disability, race or gender.
- We recognise that positive attitudes and relationships should be fostered.

2.2. PART TWO

Colliers Green Church of England Primary School Action Plan Relating to Its Single Equality Scheme for Disability, Race and Gender

This plan shows what we are currently doing and plan to do over the next three years to fulfil the Single Equality Scheme specified in Part One.

7.1.1. GENERALLY

When the Governing Board reviews a policy or new policies are proposed and developed they will carry out an impact assessment to ascertain:-

- Could this policy or does the policy have a negative impact on one or more of the dimensions of equality. If so, can we change or modify it to minimise its impact or justify it.
- Could this policy or does this policy, have the potential to have a positive impact on equality by reducing and removing inequalities and barriers that already exist. If so, how can we maximise this potential.

The School will report to Governors and also the local authority on all racist incidents.

The School Accessibility Plan set out in Schedule Three will be a primary focus for improvement and development of our Single Equality Scheme

2.1.2 DISABILITY

- Ensure that disabled people are more actively involved in the design, development, review and delivery of the school's services that affect them.
- Ensure that capital funding covers reasonable adjustments and specialist support services to enable access for learning by disabled pupils or employment of disabled staff.
- Ensuring that a range of services is available to and suitable for disabled pupils to progress and achieve.
- Addressing levels of awareness and understanding of disability issues amongst staff and pupils and promoting wider understanding of the distinction between disability and impairment.
- Encourage staff and pupils to disclose any disabilities they may have and to request reasonable adjustments.

2.1.3 RACE

- Reducing and removing inequalities in success rates between different communities.
- Improving the induction and integration and thus attainment and progression of newly arrived pupils and in particular those for whom English is an additional language.
- Promoting community cohesion through teaching pupils to value diversity and to understand and respect others creating a common sense of belonging and providing means for pupils and their families to interact with people from backgrounds different from their own.

2.1.4. GENDER

- To tackle gender stereotyping through information, advice and guidance in relation to subject choices and careers.
- Ensuring that health focused education has due regard for gender differences in areas such as sex and relationships education and mental health.
- Consider if the school has any gender pay gap and to address any problem and endeavour to find a satisfactory solution.

Colliers Green Church of England Primary School – Accessibility Plan

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Annual consultation with School Council	SLT member responsible for school council to put scheme to council in broad terms e.g. do they understand disability?	School Council lead	Term 4 each year	Pupils opinions sought and found out by school council
Ensure that all pupils are able to access the curriculum regardless of their ethnic origin, language or culture	All teachers and support staff identify resources appropriate to individuals and groups of pupils so that access to the curriculum is achieved	All pupils are able to access the curriculum	Ongoing	Delivery of differentiated curriculum
If required, ensure that appropriate forms of communication are available to pupils and parents	Identify the most appropriate methods of communicating to pupils and parents taking into account their ethnicity, language and culture	Clear communication	Ongoing	Delivery of clear and appropriate forms of communication for pupils and their family members
Ensure any disabled pupils have access to appropriate care facilities	Accessible toilet is available in each of the school classroom blocks.	Facilities available for all pupils	Ongoing	No pupil is denied access to care facilities to support their personal needs.
Promote equality through the curriculum	Discussions in PSHE regarding ethnicity, gender, disability and other protected characteristics; pupils have equal access to resources; appropriate differentiation in lessons	Curriculum positively promotes difference	Ongoing	Equality promoted through curriculum
Promote positive role models	Encourage diverse visitors to school	Pupils experience diverse visitors	Ongoing	Visitors are positive role models
To prevent and report all types of racist bullying	To review and update existing policies and practice relating to race equality and racism.	Pupils aware of how racist bullying is wrong and how to prevent it.	Ongoing	No pupils should be subjected to racist bullying. Any incidents reported.