



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live, embrace Christian values and reach our full potential.

Title of Policy	Equality Policy
Date Adopted by the Governing Body	June 2015
Review Date	June 2019
Signed by the Chair of Governors	



This Policy should be read in conjunction with the following school policies:

- Behaviour and Anti Bullying Policy
- Accessibility Plan
- Special Educational Needs and Inclusion Policy
- Recruitment and Selection Policy

Rationale

At Bampton C of E Primary School we have a positive approach to ensuring equality, as defined in the Equality Act 2010. Our Equality Policy covers sex, race, disability, age, religion or belief, sexual orientation, those who are pregnant, and those undergoing or have undergone gender reassignment.

Bampton C of E Primary School is a fully inclusive Primary School.

Equality of opportunity is a fundamental right for all members of the Bampton C of E Primary School community and we are committed to developing the potential of all people associated with the school.

The aim of the policy is to ensure that individual diversity is valued and that rights and beliefs are protected, respected and tolerated. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of the school.

Through ongoing education and training the school promotes a culture of respect for all, and strives to advance equality of opportunity for all. We promote equality by recognising and celebrating diversity and we create a school community that prepares our children for a life in a diverse society.

Aims

The students and staff come from a range of socio-economic backgrounds. Usually there are approximately 11% of the pupils at Bampton CE Primary School are on the Special Educational Needs Register. Whilst the school is a cohesive community, we recognise the need to actively promote relationships between the various sections of society represented within the school. The school is adapted to accommodate pupils with additional physical needs; all areas of the school are accessible in a wheelchair.

The community in which the school is situated is predominately white British. We aim to embrace the diversity of the community we serve and as such celebrate all groups represented within and outside it. We will strive to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people in the school community and beyond.



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Bampton CE Primary School aims to create a school community which has equality for all at the heart of all we do. We seek to ensure that no pupils, staff, parents, carers, governors or any other person who has contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

Each pupil should be held in equal esteem, but individual abilities and experiences should be taken into account. The school aims to provide all pupils with a well-balanced education.

Pupils with special educational needs should have equal access to the whole curriculum, though there may need to be greater emphasis on literacy, numeracy or social skills for some students.

We promote the principles of fairness and justice for all through the education that we provide in our school. This policy applies to all pupils, staff, parent helpers, visitors or contractors to Bampton CE Primary School. This policy covers all aspects of school life including pupil admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the governing body. All members of the school community must be free from any form of discrimination or harassment.

We constantly strive to remove any forms of direct or indirect discrimination that may exist, and seek to ensure that no-one receives less favourable treatment on any grounds that cannot be justified.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We will challenge stereotyping and prejudice whenever it occurs. Care is taken to ensure that no discriminatory material is used in the School.

We celebrate the cultural diversity of our community and show respect for all minority groups. Materials that celebrate and show different cultures and national origins will be used in all subjects, wherever possible.

We are aware that low self-image and ignorance can cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. This is a major aspect of the Personal, Health and Social Education schemes of work, but is seen to be the responsibility of all curriculum areas.

We regularly provide professional development in the areas of equality and diversity to staff and ensure they are empowered with the skills and information to address and support equality within the classroom setting.

Specific reference to groups covered within the Equality Act 2010:

Age:

The Equality Act 2010 makes it unlawful to discriminate against employees, job seekers and trainees because of their age. The Governing Body complies with the Equality Act 2010 and does not discriminate against job applicants on the grounds of age. Dates of birth and other key dates are requested of applicants to meet the recommendations of the DfE statutory guidance "Safeguarding Children and Safer Recruitment in Education"; these are used for identification purposes and to verify that a full education and employment history has been



provided prior to short listing the equalities section of the application form will be removed and not copied for the short listing panel

Race:

Recognising the small level of ethnic diversity within the local community it is an aim of the school to reflect the cultural diversity of the wider community to promote awareness and understanding.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the School.

We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied. All incidents will be recorded through the conduct log. A central log of racially motivated incidents will be maintained by the Head Teacher. Any racial incidents are reported to the Local Authority on a termly basis. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim.

Where there are reported incidents of this nature appropriate sanctions and support are applied.

Religion or belief:

It is the right of pupils, staff, parents, governors and visiting community members to not be treated differently on grounds of their religion or belief.

Pupils are encouraged through a comprehensive Religious Education programme to explore a range of religions and to encourage tolerance and acceptance of others who have differing religions or beliefs.

Pregnancy & Maternity:

Protection for pupils from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. Bampton CE Primary School will ensure if the situation arises within the school that pupils are given support and the school ensures quality provision is made in this instance. The school ensures protection for staff from discrimination or less favourable treatment because of pregnancy.

Sexual Orientation and Gender Reassignment:

Bampton CE Primary School operates a PSHE curriculum which supports pupils to address relationships in all forms.

The school ensures that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents are not singled out for different or less favourable treatment from that given to other pupils.

The school ensures that the children of parents who are undergoing or have undergone gender reassignment are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that any employee who is undergoing reassignment will be appropriately supported



Sex/Gender:

As a fully inclusive mixed gender school, we ensure that pupils of one sex are not singled out for different or less favourable treatment given to other pupils.

The school operates a curriculum that allows all pupils to access lessons and every effort is made to combat gender stereotypes with regard to curriculum choices and career opportunities.

Disability:

The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The school will not treat a disabled pupil or member of staff, parent, governor or visitor less favourably simply because that person is disabled.

The school will provide an auxiliary aid or service for a disabled pupil when it is reasonable to do so and if the aid would alleviate substantial disadvantage that the pupil faces compared to non-disabled pupils.

At Bampton CE Primary School we will ensure that disabled pupils, staff, parents, governors and visitors can play as full a part as possible in school life and will make the reasonable adjustments to support this.

The school is committed to the equality of opportunity between disabled and able bodied people.

We will seek to eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.

For additional information relating to DDA under the Equality Act 2010, please see:

Schools Accessibility Plan

School's Special Educational Needs Policy

Procedures:

School Governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed



Every member of staff takes responsibility to

- Treat all members of the school community with respect
- Constantly recognise the contributions made by every child within the school
- Ensure all incidents of a discriminatory nature are immediately challenged and recorded through the appropriate channels
- Log all racist incidents in accordance with the statutory guidance
- The class teacher ensures they are aware of the background of all children they teach and that pupils are treated equally and with respect. We do not under any circumstance negatively discriminate against any child.
- When planning activities teaching staff pay due regard to the racial and cultural sensitivities of the class.
- Teachers strive to incorporate diversity in a positive way which challenges stereotypes and assumptions.

The role of the Headteacher

- To implement the School's Equality Policy
- Ensure staff are aware of the Policy contents
- Ensure all appointment panels give due regard to this Policy, so that no one is discriminated against when it comes to employment or training opportunities and that all staff work in an environment that is free from harassment
- The Headteacher treats all acts of discrimination and unfair treatment seriously
- The Headteacher monitors all incidents of discriminatory nature

The role of parents/carers

- Parents/carers are expected to support the School's Equality Policy
- Where a child has intentionally behaved in an unfair, unjust or discriminatory manner it is the expectation that the parents/carers will support the sanction applied
- The school works collaboratively with parents/carers so a strong and consistent message is delivered about appropriate behaviour

The role of the pupils

- Pupils are to abide by this policy, in school and when travelling to and from school
- When witnessing an incident of discrimination, a pupil must report it
- A child who is a victim must report it so that the School can deal with the matter swiftly and efficiently.



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Monitoring, Reviewing & Assessing Impact:

The schools Equality Policy is supported by a Single Equality Scheme. The scheme is linked to whole school development planning and identifies targets for promoting equality.

The policy will be reviewed yearly in ensuring it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment should be considered for future planning and decision making.

The governing body will receive annual reports for review, this will include reference to the school population, key initiatives and progress against targets and future plans.