

Policy reviewed by: Sue Knight  
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## Crawley Ridge Junior School

### Equality Policy



The staff of Crawley Ridge Junior School are committed, in partnership with the parents/carers, children, governors and the Local Authority, to building a school which serves the community and of which the community is proud. At Crawley Ridge Junior School, we place the principles of equality at the heart of our school's ethos and culture. We believe in equality as an essential right for our pupils in order for them to derive the maximum benefit from their education and to make the best possible progress.

#### **Aims and Objectives**

The overall objective of the Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Every member of the school community should feel valued, safe, secure and of equal worth.

As part of good practice we have also chosen to include other diversity characteristics within the scope of our Equality Policy namely: ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependents, trade union or political activities, social class, and where the person lives.

As a school, we are committed to tackling discrimination in all our activities and spheres of influence.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members.

#### **Introduction and Context**

We are committed to meeting the legal duty set out in the Equality Act 2010. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It replaces previous legislation such as the Race and Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Single Equality Scheme was set out in the Equality Act 2010. From April 2011, all schools are required to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex and/or Gender\*
- Race
- Disability
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Age and marriage and civil partnership are also 'protected characteristics' but are not part of the provisions related to pupils

*\* Sex refers to the biological and physiological characteristics that define men and women/boys and girls. Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women/boys and girls, or personal identification of one's own gender. In some circumstances, an individual's assigned sex and gender s not align, and the person may be transgender.*

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: the Public Sector Equality Duty or "general duty". This requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to:-

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and measurable

### **The School Context**

Crawley Ridge Junior School is a two-form entry junior school located in a residential part of Camberley. Although the school sits in an affluent area, shifts in the catchment area mean that the demographic of the school has changed over recent years. However, more are advantaged than disadvantaged pupils and the proportion of pupils entitled to free school meals is below the national average. The majority of our pupils are from a white British heritage and few pupils speak English as an additional language. The number of pupils who have special educational needs is below the national average. The composition of the teaching and support staff reflects the composition of the pupil school community.

## **A Cohesive Community**

As part of good practice our school promotes cohesion within our community including the school and its extended community, as well as the school in its geographical community, the community of Britain, and the global community. Our school contributes to community cohesion by:

- Promoting understanding and engagement between communities through our engagement with the local community
- Encourage all children and families to feel part of the wider community through events and activities which broaden awareness and understanding
- Ensuring that the learning, teaching and the curriculum explores and addresses issues of diversity, in particular through our teaching of the humanities and through SMSC and PHSE subjects
- Tackling discrimination where observed

## **Promoting Equality Objectives**

### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- That curriculum planning reflects a commitment to equality,
- That the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school,
- That there will be opportunities in the curriculum to explore concepts and issues related to identity and equality,
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs, and
- The use of images and materials that positively reflect and range of cultures, identities and life styles.

### **Achievement**

There is a consistently high expectation of all pupils, regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages and for all pupils;
- All pupils are actively encouraged to engage fully in their own learning.

### **The Ethos and Culture of the School**

- At Crawley Ridge, we are aware that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and tolerance that welcomes everyone to the school.
- The children are encouraged to treat all members of the school community with friendliness and respect.

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors with disabilities.
- Provision is made to cater for the cultural, moral and spiritual needs of all children through the planning of assemblies, class based activities and off site visits.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through pupil questionnaires and the Pupil Parliament and there are regular opportunities to engage with pupils about their learning and life at the school.

#### **Staff Recruitment and Professional Development**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality of opportunity.
- Access to opportunities for professional development are monitored to ensure equality.
- Staff are made aware of the school's Equal Opportunities Policy upon induction and this is available to all staff via the school's website.
- Employment policy and procedures are reviewed regularly to ensure conformity with legislation.

#### **Countering & Challenging Harassment & Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils and governors.
- The school has a clear and agreed procedure for dealing with prejudice related bullying incidents.
- The school reports termly to governors and annually to the LA on the number of prejudice related incidents recorded by the school.

#### **Partnerships with Parents/Carers and the Wider Community**

As a school we:

- Take action to ensure that all parents and carers are encouraged to participate in the life of the school.
- Maintain good channels of communication e.g. through parent surveys, to ensure parents' views are considered at all times.
- Encourage members of the local community to join in school activities and celebrations.

#### **Responsibility, Monitoring and Review**

This policy will be monitored by the Senior Leadership Team who will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Supporting the evaluation of activities that monitor the impact and success of the policy on pupils from different groups e.g. SEN, LAC, EAL, Ethnic Minority and FSM pupils.
- Ensuring equality across the following areas:
  - pupils' progress and attainment
  - behaviour, discipline and exclusions
  - attendance
  - admissions
  - bullying and prejudice related bullying
  - parental involvement
  - participation in extra-curricular activities

- staff recruitment and retention
- visits and visitors

All members of the school community have a responsibility to promote equality.

**The Local Academy Board** has a responsibility to ensure that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Policy is maintained and updated regularly;
- The actions, procedures and strategies related to this policy are implemented.

**The Senior Leadership Team** has responsibility for:

- Providing leadership and vision in respect of equality, in partnership with the governing body;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating their impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's Equality Policy;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring that they do not discriminate on grounds of ethnicity and culture, disability or sexual orientation, or against other groups vulnerable to discrimination;
- Keeping up to date with equalities legislation.

This Policy will be reviewed every 3 years.

#### **Related Policies**

- SEN Policy
- Behaviour Policy
- Staff Code of Conduct.