

St Giles CE Primary School Single Equality Policy

Introduction

St Giles CE Primary School is committed to promoting quality and inclusion.

WSSC has a single equality scheme (known as "Treating People as Individuals") that takes account of current statutory requirements and legislation- particularly the 2010 Equality Act.

Accountability for this policy and its implementation lies with the governing body of St Giles.

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's statutory duties and responsibilities are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating objectives for each equality duty, considers the needs of young people in our community who may, so far, have found it difficult to join our school.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in 2015

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.

We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflects the diversity of the communities that the school serves.

The school also recognises:

- that some people may hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people

becoming socially and economically disadvantaged, excluded or marginalised

- that some members of our society may have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people may face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing members of the school community to adapt to each other

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- challenging, developing and providing opportunities for staff training
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain meaningful links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

The school engaged the community as a whole by inviting comments from parents, Governors, staff and community members.

The single equality policy should be considered alongside our other school policies, but specifically referring to policies on worship, uniform, exclusion, admissions, educational visits, anti-bullying policy and the Disability Action Plan.

The context of our school

St Giles CE Primary School is a Church of England Aided School situated at Horsted Keynes within the Diocese of Chichester. The school is in a rural setting and has access to playing fields and an outside area. Horsted Keynes is a prosperous area and is in group 1 of the Index of Multiple Deprivation with a rank of 246 out of 296 compared to other West Sussex Schools. The school deprivation indicator is 0.06 (compared to .23 nationally) and 34 % are High Social Class householders. The current number on roll is 126 with 41 % girls and 59 % boys with 24 % of pupils out of catchment area. 5 % of pupils are an ethnic minority and 3.2% of pupils have special needs (School Action), with 5.6% on School Action Plus.

The school is currently organised as five classes - Oak (Reception/ Year 1), Elm (Year 1 /2), Sycamore (Year 2 /3), Beech (Year 4/5), Maple (Year 5/6).

The aim of the school is to equip each of our pupils, to the best of our ability, with knowledge, skills and understanding, so that they may develop fully as individuals with Christian values and contribute to, participate in and enjoy the world in which they live.

The school has agreed the following values -

- Celebrate the individual
- Life long learners
- Working together co-operatively and collaboratively
- Confidence and self esteem
- Creative thinkers and doers
- Reflective learners
- Aiming high
- Responsible members of a community
- Christian values and spirituality
- Mutual respect
- Real independence
- Taking pride in their work and the school

Reporting and reviewing this policy

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be reviewed by the PPC Sub – Committee and an annual statement will be given to the full board of Governors.

The first review will be in Spring 2013.

Complaints

Complaints by staff will be dealt with under the WSCC Behaviour in the Workplace Policy (also known as the Whistle Blowing Policy) for all school based staff.

Publication

This policy is available electronically on the school website, in hard copy on request at the school office.

Date of policy : January 2012 to be reviewed in January 2015