

Rimrose Hope CE Primary School



Equality Policy

2022/25

Rimrose Hope is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Vision Statement

'Faith in our children - the hope for the future'

Hope in our Community:

Our community is an integral part of the life of our school. We will work in partnership with the Parishes of St Matthew's and St Leonard's to promote Christian values for the good of our children, parents, community and our world.

Hope in our Relationships

All members of our school community promote positive relationships showing respect for each other so that personal example is the inspiration for everyone.

Hope in our Learning

Our school is a learning community where everyone is inspired to reach the full potential, to keep on learning and to encourage others to learn.

Hope in our Curriculum

Our curriculum reflects the Christian values of the school and is both inspirational and relevant. It is a curriculum that creatively builds a love of learning so that all children reach their full potential.

Hope for our Future Citizens

Our children will become trustworthy, kind, caring, honest and respectful individuals who want to make a positive contribution to the socially diverse world they live in.

Hope for our Children

Our hope is for our children to be nurtured in a Christian environment so that they become responsible, life-long learners ready to make a valuable contribution to our school, our community and our world.

Hope for our Staff and Governors

Staff and governors work together to deliver a world class education in an environment where everyone is valued and everyone is supported with their continuing professional development.

Hope for a Healthy Life

Our children are provided with a range of learning experiences to enrich their cultural, physical, mental and spiritual development, so that they become self-confident and

positive individuals who take responsibility for their own healthy choices and life style.

Our vision and Aims for Equality and Diversity

At Rimrose Hope, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Rimrose Hope we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Rimrose Hope recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED), which applies to all public bodies including all schools. This PSED has two parts; the General and the Specific. Within the general Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Rimrose Hope recognises that we are required to:

- Publish information annually to demonstrate compliance with the PSED
- Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics

as outlined under the Equality Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

- 1.** All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
- 2.** We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
- 3.** We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4.** We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
- 5.** We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.
- 6.** We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- 7.** We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School.

The guiding principles and equality objectives for Rimrose Hope will be referenced in the School Management Plan. They will be reviewed annually and refreshed on a four-year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed each curriculum subject or area will ensure that teaching and learning will reflect our guiding principles as set out in this document.

School Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy is properly implemented
- Making sure related procedures are followed
- Assigning a named governor to take an equality lead

The Head Teacher is responsible for:

- Making sure the policy is readily available and that all school stakeholders are aware of it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working. Provide training for them on the policy
- Making sure all staff know their roles and responsibilities
- Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom
- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone

- Taking up equality training and learning opportunities

Pupils are responsible for:

- Supporting the schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

Parents/Carers are responsible for:

- Supporting the schools equality ethos
- Challenging inappropriate language /behaviour
- Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school:

Will lie with the assistant head teacher and named governor and will report to the head teacher.

Responsibilities include-

- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including from protected characteristic groups)
- Monitoring the progress and attainment of potentially vulnerable groups
- Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact:

Rimrose Hope equality policy is linked to the school management plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure 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 patterns of inequality found as a result of impact assessment will be used to

inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

Rimrose Hope has a disability access plan (attached as appendix 1).

The key objective of this plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

This plan will be reviewed annually by the governing body after consultation with staff, parents and pupils.

Publishing Equality Information

At Rimrose Hope, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to: **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Information about our employees

We have less than 150 employees, therefore, under the Act, we are not required to publish equality information about our employees.

Information about our pupil population

As of September 2018 the total number of pupils on roll is 294.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Pupils at Rimrose Hope 2022

Age	2-11
Disability	8
SEN	SEN - 69
EHCP	7
Pupils on roll by first language	ENB 4 ENG 310 OTB 6 OTH 17
Religion/faith/belief	Religious faith is given to us voluntarily
EAL	12
Gender	Male - 172 Female - 165
Sexual Orientation	There is no information available and the school complies with equality legislation.
Young Carers	Boys - 2 Girls - 6
Looked After Children	7
Post LAC	6
Pupil Premium	18-

Achievement statistics can be found on our website.

Compliance with the Equality Act 2010 Duty.

At Rimrose Hope, we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the **General Duty** and the **Specific Duty** of the **Act**.

The information below is a summary of how we are aware of these requirements and how we respond to them:

- Our Governing Body has had training on the key concepts of the Equality Act 2010.
- All staff have received training on the key concepts of the Equality Act 2010.
- We have a named Governor and staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.
- We promote an ethos that champions and supports respect, dignity and difference.
- We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have received appropriate training in challenging and dealing with bullying and harassment.
- We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.
- Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum improve the physical environment of the school and increase the availability of accessible information to disabled pupils and parents/ carers.

- We review our accessibility plan every year with the Governing Body.
- We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.
- Through a broad range of study within our Citizenship and PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.
- Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.
- We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The school council is strong and articulate, contributing to whole school decision-making where appropriate.
- We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.
- We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations,

eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity
We monitor attainment and progress of pupils by gender
We have equal representation of boys and girls in our pupil voice groups. We ensure both boys and girls views are equally listened to.
We offer extra- curricular activities to all genders and ensure that these activities are non-gender biased.
We invite speakers to school to talk to pupils – we ensure these represent both genders.
We ensure that the curriculum interests both boys and girls.
How we foster good relations
Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning.
We ensure that we include positive, non- stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school.
Extra-curricular activities are delivered by both male and female instructors/teachers.
School was instrumental in the establishment of a local 'Dads and Lads Club' the club has successfully expanded to become a 'Dads, lads and lasses Club' encouraging positive relationships and role modelling between the sexes.
Wherever possible, school ensures that positive female role models are used to promote art, sport, music, science and IT.

DISABILITY

How we advance equality of opportunity
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.
When required we seek guidance and support from outside agencies.
Our school building provides a safe and accessible environment for all pupils to learn.
We hold annual reviews for each disabled pupil.
We ensure the children on the SEN register have sustained access to community visits, thereby developing their social and emotional development in meaningful ways.
How we foster good relations
We have regular parent/ teacher consultations and induction meetings prior to a disabled pupil starting school.
We positively promote disability and use positive images and stories of disabled people. A number of disabled adults have spoken at school assemblies.
Care Plans and Accessibility Plans are written collectively with parents/carers, school staff and external professionals.
We ensure that providers of facilities for school trips and extra-curricular activities can accommodate disabled pupils before making bookings in advance;
All parents (not just the parents of children in our base, are made aware of the school's inclusive ethos)

RACE/EAL

How we advance equality of opportunity
We provide good quality training for all our staff and governors on a range of equality and diversity issues.
Our assistant headteacher is the nominated 'Equality Champion' staff member and governor.
We provide Equality and Diversity workshops for pupils. We immerse the pupils in literacy texts and carefully planned topics that teach respect and

promote cultural differences.
A variety of cultural perspectives are celebrated regularly within the school assembly cycle.
How we foster good relations
We have a curriculum that helps pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes.
We work with outside agencies and professionals to work with our children to prepare them for a life in a diverse society.
Our school council supports and contributes to peer to peer work within the Strand Network on equality and diversity issues.

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity
We promote inclusion for all our faith groups in all aspects of the curriculum.
Lessons, assemblies, visits, and visitors are used to develop pupils' understanding of the faiths and beliefs of other religions.
UKS2 pupils are invited to lead collective worship once a week (Worship Warriors).
The School Council promote awareness of other faiths during half termly assemblies.
Pupils use assembly time to reflect and review their deepened understanding of different religions.
How we foster good relations
We are planning visits to different places of worship over the next 12 months, reflecting different religions and beliefs. Where this is not possible, we will use Espresso and other interactive resources to deepen pupils understanding.
We ensure that our curriculum is sensitive and accessible to pupils from all religions.
The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.
Since the closure of the local library, we have ensured that the school library is very well resourced with age appropriate cultural/religious fiction and non-fiction texts.

SEXUALITY

How we advance equality of opportunity
We are committed to ensure that any pupil or staff member is protected from discrimination or harassment through training and the promotion of respect and tolerance.
Y6 Wellbeing and Lifestyle Behaviour Review (Lancaster Model) identifies specific children and their concerns and signposts agents who can provide specialised support.
How we foster good relations
We have a curriculum that helps pupils to understand, respect and value difference and diversity.
British values of respect and tolerance are regularly promoted within assembly.
School has an SLA with a respected E&D consultant and is able to call on him for advice at any time. The consultant attends parental meetings and offers advice to all sides.

We will update our equality information on an annual basis.

During the academic year 2018/19 we had 3 reported incidents of a racial nature. All incidents were followed up and dealt with appropriately and satisfactorily.

Disability Access Plan

Rimrose Hope has a disability access plan (attached as appendix 1).

The key objective of this plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and other stakeholders with a disability.

This plan is reviewed annually by the governing body after consultation with staff, parents and pupils.

In line with our responsibility under the Specific Duty of the Equality Act,

Rimrose Hope has after consultation with all stakeholders established our equality objectives and will highlight how we intend to report and review the objectives.

Equality Objectives

After a consultation exercise with staff, governors and parents it was decided that the following 4 targets would provide the basis of school's equality drive over the next 2 years.

Rimrose Hope Equality Targets		
Please identify the area you think school should prioritise.		Please tick the 2 targets you want school to focus on.
Target 1:	Improving the support school provides to children for whom English is an additional language	21
Target 2:	Promote excellent mental health and resilience in children with additional needs or disabilities.	75
Target 3:	Promote healthy lifestyle choices through the continued provision of low cost subsidised after school clubs and an enriched curriculum for children with SEN.	88
Target 4:	Develop children's awareness of other cultures and faiths.	33
Parental offers of support		
Number	27	

As a result, our Equality Objectives are:

Target 1: Including children with EAL

Assess and moderate the progress and achievements of children with English as an additional language whilst at the same time understanding that many children will go through a 'silent' period at some stage, sometimes for an extended period; being patient during this time and continuing to expect that children will respond.

Indicators of success:

- School will ensure access to interpreting and translation services for families.
- School will ensure that all families feel included and are able to participate in their children's care and learning experiences .
- School will ensure that children are safe when they may not understand our verbal instructions.
- School will ensure that all practitioners in the setting receive training on EAL, and equality and diversity; ensure that it impacts on practice.
- School will make all staff and children feel comfortable and unselfconscious about hearing and using languages other than English.
- School will make sure children's names are correctly pronounced.
- School will provide opportunities for children to take 'time out' from English and space to think their own thoughts.
- All children are unique and school will ensure that the targets set for each child reflect challenging objectives for every child and that EAL children make good progress towards their targets.

Target 2: Promote excellent mental health and resilience in children with additional needs or disabilities.

Indicators of success

1. The curriculum offer at school will meet the needs of all pupils: The school is flexible in its pedagogy and it enables every child to be successful.
2. Every child will be able to show their strengths and to develop interests in new things.
3. The curriculum is intentionally broad so that every child is exposed to and can develop their interest in, new knowledge or skills.
4. Children will be given many opportunities to be good at something regardless of their abilities in other subjects.
5. The school will ensure that children on the SEN register are given the opportunity to excel in art, sport, dance and technology and are given responsibilities to represent their peers in our subject ambassador groups.
6. School will provide the opportunity for our children to develop the 'soft skills' that they will need in order to thrive and succeed in the future.
7. Our pedagogies include explicitly promoting the skills of good learners, as we emphasise the importance of learning how to focus, to communicate, to

debate, to work in a group, to empathise with others.

8. The curriculum will address the needs of our children in their current context and to help them, through mediation, to make sense of the world as it is.
9. We will use Feuerstein's instruments of enrichment to promote good emotional literacy within our children. This social and emotional literacy learning tool is used consistently and progressively in every class throughout the school from EYFS to Year 6 and ensures that our children have a consistent emotional language to help them navigate their way through the many different emotions they will have every day that they are in school.

Target 3: Develop children's awareness of other cultures and faiths.

Indicators of success:

- School will teach children that differences in viewpoint and culture are to be cherished and appreciated rather than judged and feared.
- Inclusive viewpoints will be encouraged by promoting a culture of learning from one another rather than a culture of passing judgment on differences in values and beliefs.
- Pupils will be provided an opportunity to share stories of their home life, such as family holiday practices, provides fellow pupils with a window into their peer's cultural traditions.
- School will welcome guest speakers that hail from differing backgrounds and have all made a positive contribution to important fields to help dispel any preconceived notions that pupils might possess about the relative competence and value of people from different cultures.
- School will ensure that pupils encounter multicultural role models to serve as an effective method for demonstrating that people of all genders, ethnicities, and appearances can have a positive influence on the world and deserve to be respected and emulated.
- School will ensure that it depicts people other cultures in a variety of roles and positions so that the pupils understand the wider contributions to society made by all people.

Target 4: Promote healthy lifestyle choices through the continued provision of low cost subsidised after school and holiday clubs and an enriched curriculum for children with SEN.

Indicators of success:

- School will incorporate healthy eating and physical activity across the curriculum in fun and creative ways
- School will create partnerships with the broader community, for example local food growers, sporting clubs, library etc.
- School will provide professional development opportunities for teachers and other support staff to teach and promote healthy eating and being active.
- School will develop a whole school food policy Involving pupils and parents in guiding food policy and practice within the school, and enabling them to contribute to healthy eating, and acting on their feedback
- Offering healthy food during lunch and breakfast clubs and subsidise lunch and

breakfast club to ensure it is accessible for all.

- Provide clean, cool-water fountains
- Provide parents with information on healthy food choices and active living
- Develop a school vegetable garden
- Offer a regular snack breaks for students to eat fruit and vegetables
- Allow students to bring their water bottles into the classroom with them
- Provide a welcoming eating environment that encourages positive social interaction.
- Develop a whole school physical activity policy, which encourages all staff and pupils to be physically active, then implement, monitor and evaluate it for impact
- Provide a school environment that encourages being active, for example adequate playground facilities, access to equipment, walking paths etc.
- Provide secure bike racks or storage to encourage pupils and staff to ride to work
- Schedule more physical education and physical activity during curriculum time
- Involve pupils in decisions about the school environment
- Include pupils when deciding the type of physical activity to be undertaken, making them more committed to participation
- Provide parents/carers with the opportunity to be involved in the planning and delivery of physical activity opportunities
- Ensure that adequate time is spent on developing fundamental motor skills.

Reporting and reviewing the objectives.

The review of the progress on our objectives will take place annually and will help inform how the school sets new priorities and new action plans for the next objectives every four years.

Publication

The school's equality objectives will be published on our website and will be made available both electronically and in a hard copy format.

Our equality objectives will be:

- Published on our website
- Included in our school newsletter
- Discussed regularly at staff meetings
- Discussed regularly at governors meetings
- Discussed at school council
- Made readily available to all stakeholders from the school office

Rimrose Hope adopts a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both pupils and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear

irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behavior and improvements in attainment and aspirations'

This policy was agreed - Academic Year 2022/23

Chair of Governors - Cllr P Cummins

Head teacher – L A Crilly

This policy will be reviewed: 2024/25