



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Single Equality Policy 2019-2022

Reviewed by Governors in September 2019

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Equality Policy 2019-2022

Inclusion

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of ethnicity, belief, socio-economic background; gender and gender identity; disability, sexual orientation and age; race and disability. Within this subject area, the Leadership Team and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Broadwater's Equality Scheme

Overarching statement

In accordance with our Mission Statement and Christian ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality and to respect difference. As a school, we will also respect the equal rights of our staff, parents and other members of the school community and parish and any visitors to the school. In particular, we will comply with the relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

Community cohesion: a shared contextual statement

Almost all of our children are from a White British, Catholic background, therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many different culture and beliefs. The social context of the area indicates that we are in a below average social class household for West Sussex, in spite of a below average number of children eligible for Free School Meals and Special Needs. An above average number of pupils are identified as More Able and/or Gifted and Talented, therefore the curriculum is tailored with this in mind.

Who is responsible?

The governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation; and
- Making sure the school Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- Making sure steps are taken to address the school's stated equality objectives;
- Making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.

- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.
- Dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- Knowing and following our Equality Scheme.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so the Headteacher, LMT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Headteacher, LMT, Inclusion Manager and Subject leaders, we are aware of any groups or individuals who are not making at least expected progress.

The evidence was then analysed in order to choose objectives that will:

- i. Promote equality of opportunity for members of identified groups
- ii. Eliminate unlawful discrimination, harassment and victimisation, and
- iii. Foster good relations between different groups in terms of: Ethnicity, belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Three-year equality objectives 2019 - 2022

1. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
2. To continue to raise attainment of Gifted and Talented pupils throughout the school – continue to provide specific Gifted & Talented activities – through equality and excellence.
3. To ensure that all pupils have availability to extended school services.