

# Grayshott C of E Primary School

## Single Equality Scheme

### Statutory Policy

Ratified at FGB: Spring II 2012



### Linked documents:

- **Community Cohesion Policy**
- **SEN Policy**
- **Traveller Policy**
- **Accessibility Plan**
- **Behaviour Policy**
- **Anti-Bullying Policy**

**Review Date: Spring II 2015 (Every 3 years)**

# Single Equality Scheme

## Grayshott C of E Controlled Primary School

### **1.Mission Statement**

#### **Children at the centre of a learning community**

*Galatians 5:22 What the spirit brings is: love, joy, peace, patience, kindness, goodness, truthfulness, gentleness and self-control*

'The curriculum cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself'

This Single Equality Scheme will help give us the capability for flexibility and creativity within the curriculum whilst continuing to raise standards. It will meet the needs and interests of our children, inspire and challenge them and prepare them for life now and in the future.

Our children will be happy, show enterprise, energy, imagination, flexibility and initiative. They will generate new ideas, use technology intelligently and be excellent communicators. They will become reflective learners, good managers of time, good organisers and responsible citizens who are aware of the global dimension to life.

#### Aims and values of Grayshott Primary School

Grayshott Church of England Primary School is a community in which all children, within a Christian ethos, are highly valued and where provision is made for their academic, social, physical, cultural, spiritual and moral development within a safe and secure environment.

We aim to:

- Provide the highest quality learning experiences for our children, within the context of Christian belief and practice. Staff and pupils are encouraged to be reflective in their teaching and learning, accessed through a fun, broad and balanced curriculum.
- Promote health and fitness for all children along with high standards of behaviour. Children will learn mutual respect and tolerance. We will promote good citizenship through encouraging self-discipline and the ability to cooperate with others as well as involvement with parents and the wider community
- Celebrate children's achievement, with a high focus placed on effort as well as attainment

Our values underpin all that we do and we hope our children will take ownership of them as they progress in their learning journeys:

- Everyone matters: we value everyone within our school showing mutual respect towards others
- Community: we value our partnership with the local community as well as our national and international links, which enrich our learning
- Faith: the Christian ethos created through our school life is important to us and we aim to follow the example that Jesus showed us in the Bible

- Opportunities: we want to be ambitious, aiming high and making the most of our opportunities across the curriculum
- Motivation: we want to be enthusiastic and engaged learners developing the skills that will equip us for the future

At Grayshott Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and 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 respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

## **Principles**

We are adopting seven principles, adapted from those chosen by the DCSF in their Single Equality Scheme.

### **Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and should benefit from our school’s policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,

- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 2: Relevant differences should be recognised**

Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met.

Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

### **Principle 3: Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 4: Positive attitudes and relationships should be fostered**

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

### **Principle 5: Society as a whole should benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;

- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

**Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and,
- people from different age groups, with different income or family circumstances or who live in different places.

**Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people;
- people of minority ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people who face challenges because of their age group, income, family circumstances or where they live.

Our school supports the DCSF view that policies and practices should be reviewed in the light of these seven principles,

**2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

**Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of a wide variety of resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

The school serves to support the rounded development of children including social, cultural, moral, spiritual and physical aspects.

The school encourages children to develop self esteem and determination, encouraging children to embrace challenges and make the most of opportunities available to them.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy, and Accessibility plan);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **Curriculum**

At Grayshott Primary School, we aim to ensure that planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity. Therefore pupils have opportunities to explore concepts and issues relating to identity and equality.

We ensure that all pupils have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

## **Resources and Materials**

The provision of good quality resources and materials within Grayshott Primary School is a high priority. When ordering new resources consideration is given in ensuring they demonstrate equal opportunity and creates and enhances positive images of particular groups.

## **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

Non-staff contributors to extra-curricular activities are made aware of the school's commitment to equality of opportunity.

## **Provision for Bilingual Pupils**

We undertake at Grayshott Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include traveller and Gypsy Roma children: those from refugee families; pupils whom English is an additional language and pupils who are new to the United Kingdom. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **Harassment and Bullying**

It is the duty of the school to challenge all types of discriminatory behaviour. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). (See Behaviour Policy)

### **3. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.



## **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Grayshott Primary School will take to meet the general duties detailed below.

### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Although we are a Church of England School, children of other faiths attend the school and we welcome families of any faith or denomination.

### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

#### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways
- We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

## **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty.

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census show that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2012, 2.8% of school pupils were from ethnic communities.

Approximately 15% of the population have declared a disability.

## Ethnic make up of the Neighbourhood

The latest snapshot of the ethnic mix that makes up Grayshott's population came from the 2001 Census of Population. (Another census was carried out in 2011, results are due July 2012). It showed:

All people	2,305
White: British	2,188
White: British %	94.92%
White: Irish	24
White: Irish %	1.04%
White: Other	67
White: Other %	2.91%
Black Caribbean	3
Black Caribbean %	0.13%
Black African	00
Asian	6
Asian %	0.26%
Mixed Other	3
Mixed Other %	0.13%
British Indian	3
British Indian %	0.13%
British Bangladeshi	4
British Bangladeshi %	0.17%
British African	3
British African%	0.13%
Chinese	4
Chinese%	0.17%

This snapshot reveals very small numbers of residents from the various ethnic backgrounds but local knowledge points to rises in these percentages during the past decade.

Grayscott CE Primary School is a happy, open school where children feel safe and cared for. The children are enthusiastic and well motivated. We are full, oversubscribed in many classes and attract families from surrounding villages. The pupil population extends beyond the catchment area and provides a broader set of social circumstances than might be expected.

Our school deprivation indicator is 0.06, compared to a national average of 0.23 which belies some of the social and economic characteristics of the area. Traveller Children - We have a tradition of educating traveller children and there is a static Fairground site within catchment area. Some 'showmen' families no longer travel although still live on site. In Jan 2012 5 pupils (2.8%) were on the HCC traveller register.

#### **4c. Other Areas of Equality**

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire,
- Input from through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Information Gathering (Pupils). Areas for analysis with regard to equality information include:

- Attainment levels
- Attendance levels
- Rewards for academic progress
- Rewards for behavioural progress
- Exclusions
- Attendance at external provision Extended School activities/extra curricular activities
- Complaints of bullying and harassment

- Complaints of racialism
- Participation in Student Council
- Pupil questionnaire

Actions required/highlighted from the above will be prioritised over the three year life span of our scheme and will be included in the Action Plan

## **6. Roles and Responsibilities**

### **The role of governors**

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the headteacher**

It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

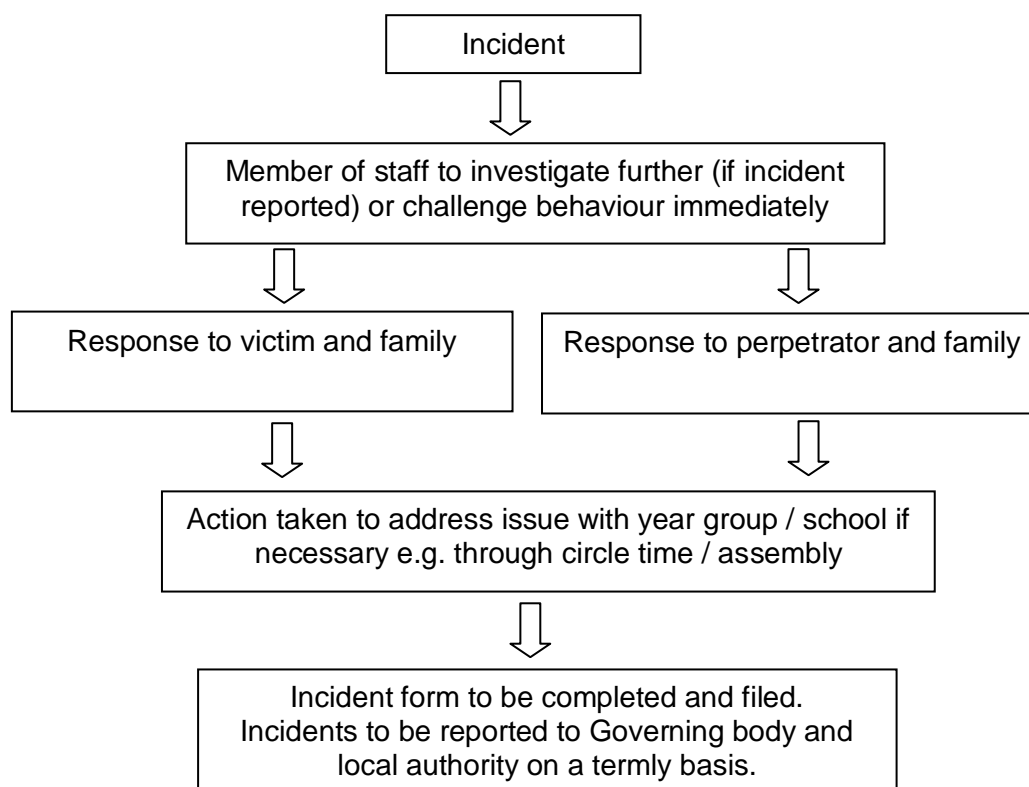
### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



## 8. Review of progress and impact

We will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### Equality impact assessments

- Equality impact assessment is a systematic method of rigorously checking all School policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.
- We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on



various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

- An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

**We are inclusive and believe that any child has the right to succeed regardless of race, age, ability, ethnicity, religion or culture and all staff ensure that this right is implemented.**

- All school policies are written with reference to equal opportunities and discrimination.
- All school run extra curricular clubs and visits are open to all pupils.
- Breaktime buddies support equal opportunity.
- Our Rights, Respect and Responsibilities initiative has a strong reference to equal opportunity without discrimination.
- The school regularly completes returns to county. For example, detailing racist incidents and regularly submits nil returns.
- The school's data shows that there are no significant minority issues in terms of pupil achievement and attainment. All groups are generally in line with or above national averages.
- Positive attitudes towards disability successfully integrating pupil with cerebral palsy and another with Downs syndrome.
- Proactively support parents with completing forms who find reading and writing difficult
- Through governor committee the school annually reviews its provision to ensure equal opportunity and no discrimination, looking at disability access. Annually the school access plan is reviewed also when new pupils, parents or staff arrive.
- Employing a SENCO has meant that children with special needs are targeted early and children are able to come off the register. This is reinforced by the use of LSAs to optimise children's learning and to meet their SEN targets on IEPs.
- All children have equal access to the curriculum; physical and medical barriers are overcome by forward planning
- Hardship fund to ensure all pupils are able to go on funded trips and participate in swimming.
- The school promotes equality very effectively however despite efforts to encourage more regular attendance for our traveller community working with parents, pupils and external agencies their attendance is still poor.
- Since Spring 2010, a Gifted and Talented Support Assistant has been working with all G&T pupils (for literacy and numeracy) using learning platforms and ICT. These G&T pupils are responding enthusiastically.
- Monitoring progress of all vulnerable groups such as those children on FSM is tracked carefully and intervention is put in place as required.
- Gender differences are also analysed across each cohort to ensure boys and girls have equal opportunities.

- After school clubs available for all pupils some free others not. Lunchtime clubs offered for those unable to attend after school activities.
- School councillors are selected through election.
- School performances are designed to give opportunity for all to play a part as well as offering pupils opportunities to audition for more challenging roles.
- Inter-school tournaments offer opportunities for all standards.

From our on-going self-evaluation and reporting procedures Grayshott School has very few incidents related to race, gender and disability.

End of Key Stage achievement shows no pattern of one gender always outperforming another. This is also the case for ethnicity and disability.

**Dissemination of the policy:**

- A copy of the ratified policy will be uploaded to 3067Staff Room on WizKid. (Clerk's responsibility). This allows all staff access to the same together with the facility to comment upon the policy. All such comments will be taken into account at the next review of this policy.
- The existence of the new policy will be drawn to the staff's attention at the next staff meeting. (Headteacher's responsibility).
- The policy will be uploaded to the Governors' Room on Wiz Kid and therefore accessible to all governors at any time. (Clerk's responsibility).
- The policy will be placed in the Governors' Statutory Policies File which is kept in the Headteacher's office at the school. (Clerk's responsibility to send to school's admin officer).
- The policy may be placed on the school website in PDF format so that it may be downloaded by all with internet access. (Clerk's responsibility to send to web-site designer/administrator).
- Paper copies will be provided by the school office on request. A large number of paper copies will incur a photocopying charge.