



COLERNE CHURCH OF ENGLAND PRIMARY SCHOOL

EQUALITY SCHEME POLICY

Equality statement

1. Colerne Church of England Primary School is committed to equal opportunities for all and equal treatment of all. It will not discriminate on the basis of gender, race, colour, nationality, ethnic/national origin, marital status, disability, sexual orientation, age or religious beliefs or practices, and it is committed to meet its obligations under equality legislation.

School context

2. The school is set in rural surroundings, six miles from both Bath and Chippenham. The school serves the village of Colerne, the surrounding hamlets and the 21 Signals Army Base. The current make up of the school can be found in the SEF.
3. Pupils come from a wide range of backgrounds. Pupils are usually of white, British ethnic origin, although occasionally there are a small number of pupils of other ethnic minorities. Most families follow the Christian faith, the faiths, cultures and languages of everyone connected with the school are valued equally.
4. Some pupils come with particular physical and educational needs. The school is committed to ensure that all pupils, of whatever ability and with whatever needs, are treated with equality of opportunity in a caring environment. The school has a Special Needs Policy to help it foster those pupils with particular needs.

General principles

5. The school understands the contribution that education can make in encouraging positive and questioning attitudes towards equal opportunities in the context of the wider community and recognises that:

- i. Developing understanding of the views and rights of groups to which we do not ourselves belong is an important part of learning to live in society;
 - ii. The school's curriculum is enhanced by children learning to understand and respect differences in gender, race, religion, age, ability and disability and social disadvantage.
6. The school considers itself a living and caring community in which each individual's needs are recognised and where everyone's talents and aptitudes are fostered. The school is committed to a policy of equal opportunities for children, parents and carers and members of staff.
7. At Colerne Church of England Primary School ALL children are given the opportunity to **shine** in their learning, **lead** where they are strong and be willing to accept help from those who can **guide** them, be it adults or peers. We believe that it is the right of every child to learn in a happy, ordered and harmonious environment. To enable each child to realise their contribution and responsibility as a member of our whole school community to make this school a place in which everyone can feel valued, respected and good about themselves. To this end, our children are encouraged, and indeed are, **welcoming** lights.
8. The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people from all sections of society. The school values and encourages involvement of people of all cultural backgrounds. The school is opposed to all forms of prejudice and discrimination. Language or behaviour which is racist, sexist or potentially damaging to any group or person will not be tolerated and will be challenged.
9. The school recognises that the British society is made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are fully prepared to live in such a diverse society.
10. The school will make every effort to ensure that no child, parent or carer or member of staff is disadvantaged as a result of their disability, although it needs to be recognised that because of the physical layout of the site and buildings, planning may need to be flexible to include everyone.
11. The continuing development of the school's community, and of the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned. The school relies on parents and carers to give their full support to the school in this vital aspect of its life.
12. (See Appendix A: Equality Statement)

Aims and values

13. A fundamental principle of the school is that it has a very positive, inclusive ethos which this Equality Scheme will support and help to maintain. In adhering to this principle, the school aims to:

- i. promote the belief that all pupils can and should achieve their highest potential in all areas of the taught and 'hidden' curriculum;
- ii. ensure that all members of staff feel valued and are able to contribute fully to all aspects of the school's work;
- iii. meet the diverse needs of pupils and prepare all pupils for life in a diverse society;
- iv. respect and value differences between people and promote good relations between different groups within the school and the wider community;
- v. ensure that equality is an integral part of all planning and decision-making across all areas of the school;
- vi. ensure that all materials used within the school to promote learning are appropriate and free from bias;
- vii. be proactive in tackling and eliminating discrimination which exists in society, making the school a place where everyone feels welcome and valued;
- viii. protect the rights of all pupils, members of staff, parents and carers, governors and visitors to the school;
- ix. promote the self-esteem and to foster the social and emotional growth of each child throughout school life and in particular through the school's pastoral system and PSHE curriculum;
- x. ensure that both boys and girls have full entitlement to a broad and balanced programme and opportunities;
- xi. through the behaviour of members of staff towards each other and towards children, provide an example that will encourage children to grow up conscious of the importance of equal opportunities and respect for others;
- xii. respect the cultural and ethnic diversity of children, parents and carers and members of staff, welcoming the enrichment of the environment this brings and to foster positive attitudes towards our multi-cultural society;
- xiii. recognise and value differing religious belief systems within the teaching of religious studies, and to make staff and pupils aware of relevant festivals and of any implications they have for certain pupils;
- xiv. make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

Procedures

1. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Commitment

14. The Governing Body and Leadership Team of the school will work in partnership with parents and carers, members of staff, visitors and the wider community promoting equality and tackling unlawful discrimination. They will encourage, support and enable all pupils and members of staff to reach the highest standards.

Governing body

15. The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that this Equality Scheme and its related procedures and strategies are implemented.

Headteacher

16. The Headteacher is responsible, with the Governing Body, for ensuring that this Equality Scheme and its related procedures and strategies are implemented. The Headteacher will ensure that all members of staff are aware of their responsibilities under the Equality Scheme and that they are given appropriate training and support to enable them to fulfil these responsibilities. The Headteacher will take disciplinary action against members of staff or pupils who are found to have discriminated in contravention of this Equality Scheme.
17. Any child, parent, carer or member of staff who considers that there has been a breach of this Equality Scheme should inform the Headteacher who will investigate the matter and take action, as appropriate.

People with specific responsibilities

18. The person with responsibility for dealing with reported incidents of racism and racial harassment is the Headteacher. Members of staff and pupils are made aware of whom the named person is. The Headteacher ensures that all reported racist incidents are recorded in a register, and that racist incident reports are sent to the LA.
19. The Personnel Committee and Curriculum and Development Committee ensure that the school regularly reviews and evaluates all policies and practices in the light of this Equality Scheme.
20. The PSHE subject leader ensures that diversity issues are addressed in the implementation of the PSHE curriculum map throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge discrimination.
21. The RE subject leader ensures that religious education within the school follows SACRE guidance. RE is taught in a positive, balanced way, different viewpoints are always

valued and respected and stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

All teaching and non-teaching staff

22. All members of staff have a responsibility to comply with this Equality Scheme. They should not discriminate on any grounds, and should keep themselves up to date with equality legislation, including attending appropriate training and information events.

Teaching staff and teaching assistants

23. Teaching staff and teaching assistants will ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities.
24. Through their teaching and relations with pupils, parents and carers, members of staff and the wider community, members of staff will promote equality and understanding of diversity.

Visitors and contractors working on site

25. Every effort will be made to ensure that all visitors are made aware of this Equality Scheme. All contractors will be required to commit to adhere to the scheme during initial contract negotiations.

Complaints procedure and breaches of policy

26. General complaints about the non-compliance with this Equality Scheme will be dealt with in accordance with the school's complaints procedure. Complaints about members of staff or governors breaching this Equality Scheme will be dealt with in accordance with the school's discipline procedures.

2. PLANNING AND REVIEW OF SCHOOL POLICIES

Ethnic monitoring

27. Where appropriate, ethnic monitoring data will be used to identify patterns and trends which inform planning and decision-making with an emphasis on pupil attainment. Strategies will be put in place to address disparities. Ethnic issues which may be monitored include:
- i. pupil attainment (formal test and exam results, also monitored by the LA);

- ii. pupil progress (other measured forms of pupil progress and development);
- iii. admissions and transfers (also monitored by LA);
- iv. attendance;
- v. exclusions (also monitored by LA);
- vi. bullying;
- vii. racist incidents (also monitored by LA);
- viii. rewards and sanctions;
- ix. staff training;
- x. staff recruitment (also monitored by LA);
- xi. promotion (also monitored by LA);
- xii. membership of the Governing Body (also monitored by LA).

Reviewing and evaluating policies

28. All policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in 1) eliminating discrimination, 2) promoting equality of opportunity and 3) promoting good equality relations. Issues arising will be used to inform planning and decision-making.

Publishing results of monitoring and evaluations

29. Required ethnic monitoring data will be made available to the LA.
30. Relevant information from audits and monitoring will be communicated during staff meetings and will be included in the school's annual report. To conform to the Data Protection Act steps will be taken to ensure that information cannot be used to identify individuals.

31. Communicating and promoting this scheme

32. This Equality Scheme is:

- i. published in the school's policy folder;
- ii. brought to the attention of non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own Equal Opportunities policy;
- iii. Is available for parents and carers on request and for visitors and members of the wider community.

33. The Equality Statement at the head of this scheme is:

- i. sent to all job applicants;
- ii. published in the school prospectus;
- iii. displayed around the school premises;
- iv. available on request for visitors and members of the wider community.

3. ADMISSIONS AND ATTENDANCE

Admissions

34. The school follows the LA guidelines for admission.

Attendance

35. The school expects good attendance of all pupils and will work together with members of staff, pupils, parents and carers and the Education Welfare Service to ensure that high levels of attendance are maintained. Where appropriate the school monitors attendance by ethnic group and takes action to reduce any identified differences between groups of pupils (e.g. by following up absences, telephone calls, home visits and involving the Education Welfare Service). Members of staff who follow up absence will be aware of and sensitive to relevant cultural and religious issues.

36. When necessary the school recognises the right of pupils and members of staff to take time off for religious observance, and will make provision for pupils on extended leave to cover missed work.

4. ATTAINMENT, PROGRESS AND ASSESSMENT

Attainment and progress

37. The school aims to ensure that all pupils achieve to the highest standards. The school values many forms of personal and academic achievement. The school monitors individual pupils' attainment and progress for signs of underachievement and, if necessary, will use ethnic monitoring to identify any differences between the performance of ethnic groups. Any disparities will be addressed through planned and targeted support.

Assessment

38. The school takes care to ensure that all pupils are appropriately supported in assessments. In particular, pupils for whom English is an additional language will not be disadvantaged through cultural and linguistic bias or lack of support.

Special educational needs

39. The school makes sure that accurate assessments of special educational needs are made. In particular, the school will do so where a pupil has particular physical, learning or mental health needs, or for pupils for whom English is an additional language. All pupils with special educational needs will receive appropriate support.

5. HARASSMENT AND SCHOOL ETHOS

Discrimination and harassment

40. The school is opposed to all forms of prejudice, harassment and discrimination. Discriminatory language or behaviour is not tolerated and will be challenged. Incidents involving members of staff as alleged perpetrators will be dealt with in accordance with the school's discipline procedures.
41. In particular, racist incidents will be dealt with in accordance with LA guidelines. If necessary, the school will work closely with the LA and other partners to address racism within the school:
- i. any racist incidents will be investigated promptly, formally and consistently in accordance with the school's discipline procedures;
 - ii. any racist incidents will be investigated thoroughly and recorded and reported to the LA using the appropriate forms and means;
 - iii. alleged perpetrators, victims and witnesses may be counselled if appropriate;
 - iv. parents and carers of pupils involved in reported incidents will be informed;
 - v. all members of staff will be given appropriate support to deal effectively with racist incidents.

Celebrating and catering for cultural and religious diversity

42. When appropriate, the school will take every care to ensure the specific cultural and religious needs of all groups are addressed in school by celebrating diversity. For example, where required, advice will be sought on catering for the dietary and dress requirements of different ethnic and religious groups. The school will enable pupils to observe festivals and other events relevant to their particular faith and will actively encourage all pupils to understand and respect such festivals and events.

Preparation for life in a multiethnic society

43. The school will encourage pupils to understand, respect and value people's, cultures and faiths with which they are unfamiliar and will foster a positive atmosphere of mutual respect and trust. The school will actively promote good personal and community relations in order to prepare all pupils for life in a multiethnic society.

6. BEHAVIOUR, DISCIPLINE AND EXCLUSION

Behaviour and discipline

44. The school expects and enforces high standards of behaviour from all pupils. All pupils will be treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour.

45. The school will recognise that cultural background may affect behaviour and will take this into account. Incidents will be dealt with firmly and consistently and all allegations of harassment or provocation will be fully investigated.

Exclusion

46. The school will take proactive steps to prevent exclusion; permanent and fixed-term exclusions will be monitored, when appropriate, to identify patterns or trends between groups. Any disparities identified will be addressed by targeted action. The school will use a range of strategies for integrating long-term absentees and excluded pupils which will address the needs of all pupils.

7. PERSONAL DEVELOPMENT AND PASTORAL CARE

Pastoral support

47. The school's pastoral support takes into account the needs of all pupils from whatever backgrounds and whatever their needs. When appropriate, victims and perpetrators of discriminatory incidents will be counselled and pupils will be taught ways of responding appropriately to such incidents.

Support for EAL

48. Where appropriate the school will provide support for pupils for whom English is an additional language, encouraging them to use and develop their home languages where possible.

8. TEACHING AND LEARNING

49. The school will take positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers will be aware of their pupils' backgrounds and needs and teach about different cultural traditions with sensitivity.
50. The school encourages pupils of all backgrounds to work together with co-operation and understanding, learning from each other's varied experiences. The school's teaching will challenge prejudice and stereotypes, and will foster pupils' critical awareness of bias, inequality and injustice to help them identify and challenge discrimination.

9. CURRICULUM

Promoting diversity through the curriculum

51. The school will promote diversity in all curriculum areas through teaching a balance of positive, diverse content. Principles of equality and respect for people of different groups are present throughout the curriculum, and pupils will be given opportunities to explore issues of identity, equality and racism in the appropriate curriculum areas. The school evaluates the appropriateness of the curriculum for all pupils and monitors its effectiveness in promoting understanding of diversity.

Curriculum access

52. The school ensures that all pupils have access to the mainstream curriculum by taking account of their individual backgrounds and needs, and by differentiating work appropriately.

Resources

53. The school's resources and displays promote positive images of a range of peoples and cultures. Appropriate resources will be purchased to meet the needs of individual pupils. Resources and displays are regularly reviewed and upgraded and the school will use a variety of resources to challenge stereotypes and discrimination across the curriculum.

Involvement of people of diverse backgrounds

54. The school seeks to use role models and presenters from a range of different backgrounds and groups to share a wide range of skills and experience.

10. STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Recruitment and promotion

55. All governors and members of staff involved in recruitment and selection are aware of the need to ensure equality and avoid discrimination in the recruitment and selection process.
56. The school recognises the value to children of having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender.
57. People from all sections of the school community are encouraged to stand for election to the governing body.
- 58.

Professional development

59. All members of staff are encouraged to develop and achieve their full potential. Initial and ongoing training for members of staff and governors may include issues of equality, diversity and the needs of pupils for whom English is an additional language.

11. PARTNERSHIPS WITH PARENTS, CARERS AND THE COMMUNITY

Parents, carers and the wider community

60. The school endeavours to draw on the expertise, skills and knowledge of people from a range of backgrounds from the local and wider community to develop positive attitudes to diversity and to challenge discrimination.
61. Parents and carers of involved parties will always be informed of racist incidents.
62. Parents and carers of all groups and backgrounds will be encouraged to participate in the life of the school and steps will be taken to encourage diversity. On request, information for parents and carers will be produced in user-friendly language and accessible formats. Where necessary, Braille, community language translation and interpretation will be used to consult with parents and carers.

Contractors and service providers

63. The school expects all contractors and visitors to maintain conduct which is consistent with this scheme. Equality standards will be incorporated into all contracts with service providers such as catering, cleaning and building maintenance.
64. This policy to be read in conjunction with:
- i. Safeguarding Policy;
 - ii. Performance Management Policy;
 - iii. SMSC Policy;
 - iv. Good Behaviour Book.

Review History

Policy Issue	Date Policy Reviewed	Revisions Agreed	Date Revised Policy Agreed	Date of Next Review
1.0	July 2009	Policy issued and adopted.	July 2009	
1.1	14.09.10	Policy reviewed and adopted.	14.09.10	September 2012
1.2	November 2013	Policy reviewed and adopted	November 2012	October 2014
1.3	November 2014	No changes made	November 2014	November 2016
1.4	November 2016	No changes made	November 2016	November 2018
1.5	November 2018	No changes made	November 2018	November 2020
1.6	March 2021	Minor changes to wording made (mention of an Inclusion Manager removed)	March 2021	March 2022
1.7	March 2022	No changes made	March 2022	March 2023
1.8	March 2023	No changes made	March 2023	March 2024
1.9	November 2024	No changes made	November 2024	November 2025
2.0	September 2025	No changes made	September 2025	September 2026
2.1	September 2026	No changes made	September 2026	September 2027

SignedChair of Governors

SignedHeadteacher

Date

Appendix A: Equality Statement

Equality Statement

Colerne CE Primary School is committed to equal opportunities for all and equal treatment of all. It will not discriminate on the basis of gender, race, colour, nationality, ethnic/national origin, marital status, disability, sexual orientation, age or religious beliefs or practices, and it is committed to meet its obligations under equality legislation.