



Chandag Road, Keynsham, Bristol, BS31 1PQ
 Telephone: 0117 986 3614
www.chandag-jun.bathnes.sch.uk

Equality framework

Appendix to

WMAT Equal Opportunities Policy

Framework referenced in statutory guidance (Gov.uk - Advice on statutory policies for schools) Review frequency: <i>Information update annual</i>	
<i>Status</i>	<i>Date</i>
Reviewed	January 2016
Approved by Governors	February 2016
Next framework review by	01.02.20
Annual information last updated	12.11.17

**Chandag Junior School
as part of the Wellsway multi-academy trust (WMAT)
statement of intent:**

To create a fair and just community that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

To provide an education for all - acknowledging that the society within which we live is enriched by diversity.

To ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness.

To ensure that pupils are provided with the opportunity to experience, understand and celebrate diversity.

Rationale

- Chandag Junior School recognises the fact that Britain is and will remain a richly diverse society in which all persons are entitled to equality of opportunity
- The school also recognises that monitoring and evaluation of equality is essential to ensure that no pupil is being disadvantaged
- Chandag Junior School is committed to combating ALL forms of discrimination

Background

- The school's Equality framework was formulated by the Curriculum Standards & Welfare Committee, which included representation from Parent Governors, Staff Governors, Community and LA governors and was agreed by the Full Governing Body.
- This framework should be read in conjunction with the full range of the school's Inclusion Policies
- This framework sets out our commitment to tackle racial and all other forms of discrimination whether direct or indirect, individual or institutional.
- It is intended to promote equality of opportunity and good relations across all areas of school activities, including our dealing with parents and the community.

Aims

- At Chandag Junior School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.
- The School is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

We will achieve these aims by:

- Creating a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices.
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and visitors) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Creating a school environment that reflects the diversity of our pupils and that of the wider community, thus preparing our pupils to live in multi ethnic society.
- Taking positive action to raise the achievement and attainment of under-achieving groups.
- Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely seriously and regarded as grounds for disciplinary action,
- Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continues improvement in all that we do.

Roles and Responsibilities

Governors

- The governing body of the school has agreed this framework and will take responsibility for assessing and monitoring its impact by obtaining progress reports as part of the Head teacher's report to Governors.
- One member of the Governing body will have responsibility for monitoring this framework, acting as the designated governor for equality.

Headteacher

- The Headteacher will demonstrate through their personal leadership the importance of this framework. The Headteacher will ensure that all staff are aware of the framework and understand their roles and responsibilities in relation to this framework.
- Where funding is available for raising the achievement of minority ethnic pupils the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Teachers

- Teachers will familiarise themselves with this framework and know what their responsibilities and specific duties are in ensuring that the action plan is implemented.
- They will know the implications of the framework for their planning, teaching and learning strategies as well as for behavioural management issues.

- Teachers through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

Administrative, Ancillary, Supervisory and Support Staff

- All staff will familiarise themselves with this framework and know what their duties and responsibilities are as set out in this framework.

Pupils

- Pupils will share the on-going development of this equality framework and be made aware of how it applies to them. They will be encouraged to treat each other with respect and appropriately empowered to report incidences of a discriminatory nature to an appropriate adult.

Complaints Procedure

- If anyone in the school feels that this framework is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure and resolution framework will be used.

Guidance, Support and Training

- The School will review the training opportunities available to its entire staff and introduce additional provision, briefing materials, guidance and advice where necessary or desirable.

Publishing Arrangements

- The School will publish the Equality Framework and the WMAT Equal Opportunities Policy on the School's website, and make copies available to all staff, parents, pupils and community.

Local Authority publications and reference material

<http://www.bathnes.gov.uk/services/your-council-and-democracy/equality-and-diversity>

National and local statutory requirements references

- The Sex Discrimination Act 1975, which made it illegal to discriminate against a person on the grounds of his or her sex.
- The Race Relations Act 1976, which made it illegal to discriminate against a person on the basis of colour, race, nationality or ethnic or national origins in employment, education, housing and the provision of goods, facilities and services. The amended Race Relations Act 2000 gave public authorities a new statutory duty to promote race equality – see the WMAT Equal Opportunities Policy.
- The Disability Discrimination Act 1995, under which disabled people have the right not to be discriminated against in employment or access to goods and services. A person has a disability if he or she has a physical or mental impairment that has substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities. See

What the Disability Discrimination Act Means for Schools (DfES circular 20/99). See WMAT Equal Opportunities Policy.

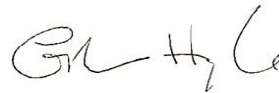
- The Special Educational Needs and Disability Act 2001. This strengthened the right of children with special educational needs to a place in a mainstream school. The school chosen by the parents must be named in the statement of special educational needs unless it is unsuitable to the child's age, ability or SEN, or the placement would be incompatible with the efficient education of other pupils in the school, or with the efficient use of resources. See the SEN / Inclusion Policies.
- The Human Rights Act 1998. This contains a clear statement of everyone's rights under the European Convention on Human Rights. For schools it affects admissions, discipline, special educational needs, recruitment of staff and staff disciplinary procedures. See DfES guidance The Human Rights Act and Your School (0194/2000), and the Home Office Human Rights Unit on www.homeoffice.gov.uk/ccpd/ccpd.human_rights.htm.

This Equality Framework was formally adopted by Chandag Junior School on 26th February 2016

Update October 2016 owing to change of Chair of Governing Body

Mr Graham Hoyle OBE
Chair of Governors

Signature:



Mr T Dunning
Headteacher

Signature:

