



This policy was adopted by the Governing Body on	JANUARY 2021
This policy is scheduled for review on	JANUARY 2025

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (see para. 1.2);
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body.

The Headteacher is responsible for:

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or pupils who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

The Senior Leadership Team comprises of Headteacher, Deputy Headteacher also SENDco and Mastery Teacher. This team is responsible for:

- maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- for ensuring the specific needs of staff members are addressed;
- for gathering and analysing the information on outcomes of vulnerable pupils and staff
- for monitoring the response to reported incidents of a discriminatory nature;

All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

All pupils will:

- treat each other with respect.
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;



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Equalities Scheme

- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination;

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

3.1 Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

3.2 Mechanisms for involvement

At this school the following mechanisms will ensure the views of pupils inform the Equality Scheme and action plan:

- School council;
- Parent View Questionnaire (OFSTED)
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing changes in their personal life;
- The work of the SENCO
- The work of the classteacher

At this school the following mechanisms will ensure the views of staff inform the Equality Scheme and action plan:

- Regular staff meetings;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and action plan:

- Feedback through regular contact
- Feedback Parents evening



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Equalities Scheme

4.1 Implementation of Policy

This scheme is supported through the School Improvement Plan. The SIP has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- discussions with the School Improvement Partner.

4.2 Publication

This Equality Scheme will be published and available to anyone requesting a copy.

4.3 Review

This Scheme will be reviewed annually and re-written every 4 years.