



**Abbas and Templecombe  
Church of England Primary School**  
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## Equality and Diversity Policy

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<b>Effective Date</b>	16 <sup>th</sup> April 2018	Date: 16/04/2018
<b>Consultation</b>	This Policy has been prepared in line with the guidance from national and local bodies.	

Our school is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

Our objective is to create a workplace culture that respects and values each other's differences, not merely tolerates them. A diverse workforce adds value to any organisation, making it more responsive and flexible and making it a place where people want to work. By looking more closely at the kind of people we employ and their levels of skills and understanding, we hope to improve our ability to meet the needs and aspirations of the community we serve.

The school's equality procedures aim to help everyone involved in the school to counteract and eliminate both direct and indirect discrimination in decision-making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

The school aims to provide a welcoming and caring environment that promotes and reflects cultural and social diversity and is easily accessible to all. The school will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

The school recognises that achieving the objectives of our equal opportunities policy relies on the active involvement of parents/ carers, as set out in the parent handbook. As such, the school will both welcome and encourage parents and carers to get involved in the management of the school through joining or working alongside the Governing Body, and to comment on the effectiveness of its policies and procedures through informal (discussions with the Head Teacher on the gate) and formal (parent/carers annual survey) means.

The school will facilitate regular opportunities for consultation with parents/ carers about the service that the school provides as a means of monitoring the effectiveness of the equal opportunities policy.

### **Equality and Diversity Procedures**

To realise the school's objective of creating an environment free from discrimination and welcoming to all, the school will:

- Ensure that its services are open and available to all parents/ carers and children in the local community.
- Ensure that the issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the school's services.
- Treat all children and their parents/ carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the school's programme of activities and education.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Ensure that the school recruitment policies and procedures are open and fair and non- discriminatory.
- Ensure that all members of staff are aware of, and understand, the equal opportunities policy as it relates to all aspects of work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in staff disciplinary procedures and the behaviour policy.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the staff disciplinary procedures policy.
- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (amendment) Act 2000

The Head Teacher will be responsible for ensuring that the equal opportunities policy is implemented and the Governing Body will ensure that its effectiveness is regularly monitored. They will be responsible for ensuring that:

- Staff receive appropriate training.
- The equal opportunities policy is consistent with current legislation and guidance.
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes become apparent.

All the school's policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against its commitment to equal opportunities.

## Action Plan – 2018/19

	Actions	Completion Date	Staff Member and Resource implications	Success criteria
<b>Objective 1</b>				
<b>Rationale:</b> Young carers are not immediately obvious at Abbas and Templecombe School, meaning they are hard to identify, and when we discuss the possibility of a child being a young carer this is generally met with a negative response from parents. We would like our young carers to be identified early and for appropriate access to support be provided for this venerable group of pupils.				
<ul style="list-style-type: none"> <li>•Young carers are identified quickly.</li> </ul>	<ul style="list-style-type: none"> <li>•All pupils discussed at pupil progress / EWaN / PFSA / Inclusion meetings with this in mind.</li> <li>•School provision tracking document is reviewed termly to ensure it is up to date.</li> </ul>	<ul style="list-style-type: none"> <li>•April</li> <li>•March</li> </ul>	<ul style="list-style-type: none"> <li>MM</li> <li>JW</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils reviewed against young carer criteria.</li> <li>• New pupils are reviewed.</li> <li>• Termly checking for accuracy.</li> </ul>
<ul style="list-style-type: none"> <li>•Parental perception of pupils being a young carer is improved.</li> </ul>	<ul style="list-style-type: none"> <li>•General sharing of information as to what young carers are.</li> <li>•Sensitive approach to parents whose children are identified as young carers.</li> <li>•Leaflet explaining benefits / provision for young carers.</li> </ul>	<ul style="list-style-type: none"> <li>•July</li> <li>•June</li> <li>•May</li> </ul>	<ul style="list-style-type: none"> <li>JW/MM</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of negative responses to staffs approaches over possibility of children being a young carer.</li> <li>• Information shared and freely available to parents.</li> <li>• A clear understanding of provision for young carers.</li> </ul>
<ul style="list-style-type: none"> <li>•Access to support – internal and external.</li> </ul>	<ul style="list-style-type: none"> <li>•Research available support in Somerset.</li> <li>•Review internal support structures for potential pupils.</li> <li>•Ensure identified pupils will receive appropriate support if parents are willing.</li> </ul>	<ul style="list-style-type: none"> <li>•May</li> <li>•March</li> <li>•May</li> </ul>	<ul style="list-style-type: none"> <li>MM</li> </ul>	<ul style="list-style-type: none"> <li>• Support structures are clear and available for identified pupils and their families.</li> <li>• Identified pupils have accessed support.</li> </ul>