



# **Keresforth Primary School Equality Policy**

## **Contents**

Introduction	Page 3
The Law and Discrimination	Page 3
Aim	Page 4
Objectives	Page 4
Key Actions in Promoting Equality	Page 8
Roles & Responsibilities	Page10
Monitoring	Page 12
Complaints	Page 12

## **Introduction**

Keresforth Primary School is committed to promoting equal opportunities, valuing diversity and tackling social exclusion. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. Every member of Keresforth Primary School is regarded as of equal worth and importance irrespective of their culture, class, race, gender sexual orientation and/or disability.

Every aspect of the activities at Keresforth Primary School has an equal opportunities dimension. This may be expressed explicitly in teaching and display materials, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and children. The environment at Keresforth Primary school influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where disability discrimination segregates and isolates people from their communities. Through a proactive approach to inclusion, Keresforth Primary School aims to enable all children equality of access to our school community. Addressing fundamental prejudices against disability in both children and adults is a core 'hidden' element of our inclusion work.

Keresforth Primary School aim to provide every child with high quality teaching and learning in a safe and stimulating environment which is inclusive of all learners so that they can achieve skills for life, tolerance of others and fulfil their potential.

## **The Law and Discrimination**

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination

Act 1975. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

At Keresforth Primary School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

### **Aim**

Keresforth Primary School aims to foster a sense of community in which all children and staff are valued and can thrive, regardless of background, religion, race, language, ability/disability, sexuality, gender or age. We will not tolerate racism, sexism, negative attitudes towards disability and other discriminatory practices. Any breach of this policy is dealt with by the appropriate member of staff or line manager. Where further action is needed, this will be taken in line with the school behaviour policy or staff disciplinary procedure or complaints policy.

### **Objectives**

We aim to:

- Ensure equal opportunities for all.
- Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- Help children to develop their self-esteem and to recognise that they are each valued as individuals through actively encouraging their access to the full curriculum and extra-curricular activities.
- Encourage children to be open-minded and be aware of prejudice.
- Enable children to contribute actively to the process of education by bringing their cultural experiences, values and perspectives to it.

- Be sensitive about equal opportunities issues in the selection of teaching materials and be aware of images and text, which may stereotype or denigrate groups or individuals.
- Support children in building relationships which reflect altruistic values.
- Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- Ensure that Keresforth Primary School is an equal opportunities employer so that staff feel valued, supported and have appropriate advice and encouragement for professional development.
- Develop a sense of pride in belonging to Keresforth Primary School.

We aim to achieve this by:

- Staff and governors working in partnership with parents/carers and the local community for the benefit of all of our children.
- Treating all those within the whole school community (e.g. children, staff, governors, parents/carers and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- 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 others' similarities and differences and facing equality issues openly.
- Striving to identify and remove all practices, procedures and customs which are discriminatory and replace them with practices which are fair to all.

- Ensuring that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- Monitoring and reviewing all of the above to seek to secure continuous improvement.

### **Gender**

- All children have equal access to activities, opportunities and services offered at Keresforth Primary School as appropriate.
- Staff are aware that gender stereotyping may influence their expectations and attitudes. Teaching ethos and curriculum organisation should actively encourage children to make choices based on their preferences.
- Staff act as positive role models.

### **Disability**

- Children will be encouraged to have an awareness and understanding of disability, which will be promoted through PSHE.
- All staff will be aware of the specific individual needs of pupils with disabilities and will provide appropriate support.
- School access will be appropriate for all.

### **Race**

- The whole school abides by the Race Relations Act 1976 (as amended in 2000), which defines racial discrimination as discrimination on the grounds of colour, race, nationality, ethnic or national origins.
- Appropriate actions will be taken in line with our Behaviour policy in dealing with any incident of physical or verbal threats, abuse or harassment of individuals or groups related to their religion, race, language, ability/disability, sexuality, age or gender.
- This school will promote race equality and oppose racism in all its forms and foster attitudes and commitment to an education for equality.

## **Vulnerable groups**

- All children have equal access to age appropriate activities, opportunities and services offered at Keresforth Primary School as appropriate.
- Staff are aware of how vulnerability (e.g. a looked after child) may influence their expectations and attitudes and should therefore adjust their behaviour accordingly.

## **English as an Additional Language (EAL)**

- Keresforth Primary School recognise and value multilingualism.
- The language and learning needs of ethnic minority children are identified and appropriate support used.

## **Religion**

- We acknowledge that members of the school come from diverse backgrounds, and we seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
- With regard to the teaching of Religious Education we will seek to make our pupils aware of a variety of different faiths.

## **Philosophical beliefs**

At Keresforth Primary School we respect all beliefs whether religious or philosophical. We respect the importance of tolerance of differences not just related to protected characteristics such as race, sex, religion and age, but also wider philosophical beliefs. We follow the Equality Act that a belief must:

- be genuinely held.
- be a belief (and not an opinion or viewpoint based on the present state of information available).
- be a belief as to a weighty and substantial aspect of human life and behaviour.
- attain a certain level of cogency, seriousness, cohesion and importance.
- be worthy of respect in a democratic society, be compatible with human dignity and not conflict with the fundamental rights of others.

## **Key actions in promoting equality**

### **The ethos of the school**

- This policy reflects the ethos of Keresforth Primary School and is linked to all of the school's policies.
- Steps are taken to ensure that everyone associated with the school is kept informed of this policy and abides by it.
- The policies and procedures are regularly reviewed.

### **Children's achievement and progress**

- Attainment and progress in individual subjects is monitored by groups e.g. gender, SEN.
- The school develops strategies for tackling differences in the attainment and progress of groups.
- The school values the achievements and progress of children from all groups.
- All children have equal access to extra-curricular activities.
- Children are offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial and gender equality in education, employment, training and career choice.

### **Curriculum, teaching and learning (including language and cultural needs)**

- Keresforth Primary School promotes an inclusive curriculum which celebrates the diverse nature of our society.
- Diversity is promoted and racism and discrimination challenged.
- Curriculum planning takes account of the needs of all children.
- Subject leaders provide guidance and examples of good practice for colleagues.
- We monitor and evaluate its effectiveness in providing an appropriate curriculum for all children.

- Assessment outcomes are used to identify the specific needs of all children, and to inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of the children from different ethnic groups and of students with SEN, and encourage positive attitudes to ethnic differences, cultural diversity and racial equality.
- We take active steps to ensure that resources in all areas of the curriculum are inclusive.

### **Parents, Governors and community partnership**

- Parents are welcome and respected in school.
- Members of the community are welcome and respected in school.
- People from all communities are able to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- We seek to support all governors in performing their role, for example through school induction procedures for new governors.

All parents are regularly informed of their child's progress.

### **Pupil behaviour, discipline and exclusion**

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all students, irrespective of ethnicity.
- The process of excluding a pupil is fair and equitable to all students.

### **Racism and racial harassment**

- We do not tolerate any forms of racism or racist behaviour.
- There are established procedures for dealing with and recording incidents of racism and racial harassment which are understood by everyone in the school community. Incidents are dealt with quickly to prevent repetition.

- Should anyone at Keresforth Primary School be a victim of racism, we will do all we can so support them in overcoming any difficulties they may have.

### **Attendance Procedures**

- The school monitors pupils' attendance for all groups and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

### **Staff recruitment and career development**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Applications from all ethnic groups are welcomed at all levels in school.
- The recruitment and selection process ensures that discrimination is not taking place when new appointments or promotions are being considered. In staff appointments, the best candidate will be appointed based upon strict professional criteria as in the job description.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

### **Roles and Responsibilities**

Every Governor and employee is responsible for upholding and promoting the School Code of Conduct for promoting equality and raising the achievement of all pupils (including, for instance, those from minority ethnic groups).

### **Governors**

- The Governing Body of the school have set out its commitment to equal opportunities in this policy and will continue to do all it can to ensure that all members of the school community and treated fairly and will equality.

- All applications to join the school will be welcomed.
- The Governing Body will receive progress reports from school staff as part of the Head teacher's report to Governors.

### **Head teacher**

- The Head teacher will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it.
- The Head teacher treats all incidents of unfair treatment, including any racist incidents, with due seriousness and reports them accordingly.
- The Head teacher will monitor the impact of this policy.
- Where additional funding is available for raising the achievement of specific groups of pupils, the Head teacher will ensure that the additional resources are used appropriately for this purpose and targeted on the basis of identified needs.
- The Head teacher will report termly to the Governing Body.

### **Teachers**

- Subject leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is being promoted.
- Teachers will familiarise themselves with this policy and know that their responsibility is to ensure the policy is implemented.
- Teachers will know the implications of the policy for their planning, teaching and learning as well as for behavioural issues.
- Teachers ensure that all pupils are treated fairly, equally and with respect.
- Teachers will challenge any incidents of prejudice or racism and will record incidents on CPOMs to draw attention to the head teacher and other safeguarding leads in school.

### **Non-Teaching Staff**

- Non-teaching staff will familiarise themselves with this policy and know that their responsibility is to ensure the policy is implemented.
- They will be encouraged to intervene in a positive way against any occurrence of discrimination.

### **Children**

- Children will be made aware of how this policy applies to them.
- They will learn to treat each other with respect and report incidents of discrimination to an appropriate adult.

### **Monitoring**

Monitoring the implementation and effectiveness of this policy is done in the following ways:

- All reports of racism are logged.
- Pupil achievement is analysed across different minority groups and is compared to the progress made by other children in school.
- The staff appointment process is monitored so that no-one applying for a post at the school is discriminated against.
- The Head teacher reports to governors on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity issues.
- Monitoring the school behaviour and exclusions policy so pupils from minority groups are not unfairly treated.

### **Complaints Procedure**

If anyone feels that this policy is not being followed, then they should raise the matter with the class teacher and if necessary Head teacher. If there is a formal complaint, then the school's complaints procedure will be used.

