



Equality Information & Objectives

Date of approval: March 2019

Review date: March 2022

Staff lead: Tina Blankley

Approved by: Full Governing Body

Equality Information & Objectives

This policy has been written to meet the school's statutory duty under the Equality Act 2010.

School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body. The head teacher and the governing body are responsible for ensuring that this policy is communicated, implemented and monitored.

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling **any form of** discrimination and promoting good relations.

All staff are responsible for dealing with **discriminatory** incidents, and being able to recognise and tackle bias and stereotyping. Copies of the policy will be available from the school office.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality. Training is linked to **SMSC, British Values, Ethos of community and** priorities within the School Development Plan. Members of the governing body will also identify their own training needs in relation to equality. The school will follow the LA Guidelines in dealing with incidents of racial harassment.

Any incident of harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to **supposed 'differences'** of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Head or Deputy and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened, using an incident report form;
- Inform both sets of parents, if appropriate.

All racist incidents will be recorded on a school incident report form, and reported to the governing body by the head teacher.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture, beliefs and gender, while celebrating and understanding the diversity of others;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning;
- make best use of all available resources to support the learning of all groups of pupils.

The services of Minority Ethnic Achievement Service [MEAS] will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied. If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENDCO in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, team points, certificates of merit, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Attitudes and Environment

In our school we are compliant with the Public Sector Equality Duty (PSED); we aim to tackle discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Fostering good relations between disabled and non-disabled children;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;

- Actively tackling racial discrimination and promoting racial equality through our School Website, newsletters to parents and displays of work;
- Making clear to our pupils what constitutes aggressive and intolerant behaviour;
- Identifying clear procedures for dealing quickly with incidents of racist behaviour;
- Making pupils and staff confident to challenge aggressive and intolerant behaviour;
- Actively promoting and supporting the PREVENT Duty, as part of safeguarding and equality policies.

Parents, Governors and Community Partnership

We have a rolling programme of policy review. When policies are reviewed, governors ensure that due regard is given to the promotion of equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association, Parent Council and contribution towards our Parent Forum is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to racial groups employed within the school, as part of the Workforce Census.

The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no ethnic bias. Professional development opportunities are offered to all staff. The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties, including 'Safer Recruitment Training'.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different pupil groupings, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between attainment in pupil groupings, in all primary phases.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.
- To provide opportunities to support and improve attendance for all pupils throughout Chancel Primary School.
- To develop and promote the use of positive imagery, promoting a wide range of faiths and cultures throughout Chancel Primary School.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

The policy will be disseminated widely to all staff members, governors and parents and it will be reviewed every three years.

Approved by Governing Body (sign): _____

Dated: _____