

# Princefield First School

## Equalities Policy

### **Initial Statement: legal duty**

The Equality Act 2010 replaced all previous equality legislation. It provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful.

Its purpose is to ensure that schools cannot unlawfully discriminate against pupils because of their; sex, race, disability, religion/belief or sexual orientation.

### **School Aims**

The staff and governors of Princefield First School are committed to giving all our children every opportunity to achieve to the highest standards. This is evident from our school motto 'Working together for success'.

Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. We believe that every member of the school community should feel safe, secure, valued and of equal worth. We actively tackle discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. Our school admissions policy is equally open to pupils of all groups.

### **Promoting Equality through the Curriculum**

#### **Learning and Teaching**

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 quality of access for all pupils and prepare them for life in adverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- promote attitudes and values that will challenge discriminatory behaviour
- provide opportunities for pupils to appreciate their own culture and religions, and celebrate the diversity of other cultures
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion

- all subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that involve all pupil groupings
- take account of the performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise that:

- teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- the school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme)
- the school must provide an environment in which all pupils have equal access to all facilities and resources
- all pupils are to be encouraged to be actively involved in their own learning
- a range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

### **Curriculum**

At Princefield First School, we aim to ensure that our:

- planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered

## **Ethos and Atmosphere**

At Princefield First School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community by:

- ensuring there is an 'openness' of atmosphere which welcomes everyone to the school
- encouraging children to greet visitors to the school with friendliness, politeness and respect
- ensuring displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- ensuring provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities

## **Resources and Materials**

The provision of good quality resources and materials within Princefield First School is a high priority. These resources should:

- reflect "the reality of an ethnically, culturally and sexual diverse society;"
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials

## **Language**

We recognise that it is important at Princefield First School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians
- uses first language effectively for learning

## **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are CRB checked.

### **Dealing with Discriminatory Incidents**

Any adult witnessing an incident or being informed about an incident must follow these 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
- inform the class teacher(s) of both the victim and the aggressor
- report the incident to the head teacher and inform him/her of the action taken
- with the Headteacher record what happened in the incident book
- the Headteacher will inform parents if appropriate

### **Forms of discriminatory incidents can include**

- physical assault, including jostling, physical intimidation, punching/ kicking and other physical contact which may include use of a weapon
- verbal abuse, insults or discriminatory jokes, including racist/homophobic comments/statements, or making fun of a child's disability
- provocative behaviour, including inciting others to behave in a threatening way, abuse of personal property or vicious threatening behaviour
- alienation/ refusal to co-operate or work with a pupil with a protected characteristic, including refusal to sit next to, talk, work with, and help others, parental objections
- cyber-bullying via emailing, mobile phone, video clips etc

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff wherever possible.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development:**

- all posts are advertised formally and open to the widest pool of applicants
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good

practice through the recruitment and selection process

- steps are taken to encourage people from under represented groups to apply for positions at all levels of the school (give examples)
- access to opportunities for professional development is monitored on equality grounds
- equalities policies and practices are covered in all staff inductions
- all supply staff are made aware of equalities policies and practices
- employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

**The Governing Body** is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- the school's Equality policy is maintained and updated regularly
- that procedures and strategies related to the policy are implemented
- the named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

**The Headteacher** is responsible for:

- along with the Governing body, providing leadership and vision in respect of equality
- overseeing the implementation of the Equality policy
- co-ordinating the activities related to equality and evaluating impact
- ensuring that all who enter the school are aware of, and comply with, the Equality policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All staff** are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- not discriminating on grounds of race, disability, or other equality issues
- keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

### **Informing the School Community**

This policy is posted on the school website alongside the school's equality objectives and a summary of our progress towards achieving them. Periodically

parents are informed of specific equality focused events that are taking place through the weekly newsletter e.g. celebrating cultures week

### **Linked Policies**

See also:

Anti-bullying policy

PSHE policy

Behaviour policy

E-Safety policy

### **Equalities Policy and Objectives Review**

This policy will be reviewed as and when developments and changes occur.

The Equality objectives published on the website will be reviewed every four years, or sooner as appropriate. The school's progress towards the objectives will be reviewed on an annual basis at the end of the academic year.