Resources Committee



Equalities Information & Objectives

Policy Reviewed: Term 5 2018

Policy Review Date: Term 5 2022

Review Date for objectives: April 2022

EQUALITIES INFORMATION & OBJECTIVES

Rationale

Education is a powerful vehicle for transmitting values. At Heron Primary School our aim is to provide a school community free from discrimination and prejudice and a high quality education for all, irrespective of race, gender, religion, ability/disability or social background.

Introduction

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This policy statement outlines the commitment of the staff and Governors of Heron Primary School to ensure that equality of opportunity is available to all members of the school community. These include:

Pupils
Teaching staff
Support staff
Parents
Governors
Visitors to the school
Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of everyone within the school community. It is the responsibility of the Staff and Pupil Care Manager, a member of the Senior Management Team, to ensure that equality of opportunity maintains a high priority in all that we do in our school.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

Ethnicity
Gender
Social background
Ability/Disability
Belief
Age
Marital status
Nationality/Citizenship

In the context of our school we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances,
and each individual is respected for who they are.'

Ethos and Atmosphere

- At Heron Primary 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.
- There should be an 'openness' of atmosphere, which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Vehicular access to a school for disabled pupils, parents/carers and visitors is arranged and parking permits issued for those requiring regular access.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Learning Environment

We aim to provide a safe, happy, caring, well-ordered learning environment in which high quality learning can take place and where each child is valued as an individual. The curriculum takes account of our responsibility to prepare children for life in an ethnically and culturally diverse society.

- 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 are continually challenged to reach higher standards.
- Teacher enthusiasm and expertise is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Teachers and Teaching Assistants foster a positive atmosphere of mutual respect and trust amongst pupils.
- The school places 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 Special Educational Needs (SEN) policy and Disability Equality Scheme).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- The classroom is managed in such a way that all pupils feel engaged in learning, and are all motivated to persevere and contribute.

    - A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

- Through visits and visiting speakers, pupils learn from a diversity of experiences, perspectives and viewpoints.

- Displays, where possible, emphasise our commitment to celebrating each child's contribution, showing an awareness of culture, language, gender and ability and contain positive, non-stereotypical and challenging images in relation to gender, ethnicity, nationality, culture, disability, age and religion.

- We aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular topics in line with the National Curriculum.
- Our planning takes account of the differing needs of pupils and their progression.
- We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. These evaluations are completed by the Subject Leaders.

Pupils

Pupils are supported in understanding equality of opportunity through:

- Assemblies which underline our aims and allow us to celebrate our cultural and personal identities and those of others

- The daily experience of good practice

- The use of PSHCE and strategies such as circle time and anti-bullying week to raise and discuss issues.

- The value of pupil voice through an active and effective School Council.

- Clear procedures that are followed in the event of a child experiencing discriminatory behaviour.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect 'the reality of an ethnically and culturally 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.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our resources materials seek to promote all areas of equality.

Language

At Heron School we view linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Pupils, parents/carers and staff must feel that their language or dialect is valued.

Admissions

The school follows the Governing Body's Admission Policy, which does not permit ethnicity, gender, social background, disability or religion to be used as criteria for admission.

Staffing and Staff Development

The school values diversity amongst the staff. Recruitment of staff is undertaken in line with Local Authority policies and procedures.

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.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour. These include:

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender.

The school has clear, agreed procedures for dealing with incidents such as these and this document links to the following policies:

Behaviour Policy
Anti-Bullying & Hate Policy
Ethnic Diversity Policy
Gloucestershire document on Racial Harassment in Education – (Good Practice Guide for Schools).

Parents and the Wider Community

We aim to work in partnership with parents/carers to help all pupils to achieve their potential. We encourage parental participation in the life of the school. We actively seek their views through parental questionnaires, regular contact with staff and Governors. To facilitate this partnership:

- We strive to create a welcoming atmosphere.
- Staff are flexible in the timing of meetings with parents.
- We inform parents through meetings (providing interpreters where appropriate), telephone contact, reports of the progress of their children.
- We provide regular newsletters
- We provide a range of electronic forms of communication including school website, 'Twitter', and text/email messaging service.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring.

Staff discuss the progress of the policy in staff meetings and departmental meetings. Information gained through these meetings informs future action on policy review and INSET needs.

The Resources Committee of the Governing Body are responsible for monitoring the effectiveness of this policy The school is committed to making adjustments and putting in interventions to ensure all groups make good progress.

Our equality objectives are as follows:

- To monitor Statutory Assessment results to ensure that all groups of pupils make good progress
- To monitor participation in extra-curricular activities to ensure all groups of pupils are included
- To monitor exclusions and truancy
- To make continuous assessment of children's learning to ensure that all groups of pupils make good progress
- To monitor and immediately address racist incidents
- To ensure assessments of specific learning needs are accurate and that interventions remain appropriate to pupil learning
- To monitor attendance
- To ensure admissions policies are up to date and comply with all aspects of equalities legislation
- To review the accessibility plan to make sure the school environment is as accessible as possible
- To ensure that our recruitment processes are in line with the current equal opportunities legislation
- To ensure that all keystages have equal access to an appropriate curriculum and activities.