

Equalities Policy

1. Introduction

The policy outlines the commitment of the staff and governors of Gearies Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Gearies Primary School, equality is a key principle. We aim to treat all people equally, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

We are committed to giving all our pupils every opportunity to achieve the highest of standards. 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.

2. Current Profile of the School

The school has generally an equal number of boys and girls.

The largest ethnic groups in the school are Asian/Bangladeshi (24%), Asian/Pakistani (20.5%), and Asian/Indian (21.2%). Other groups are Sri Lankan Tamil, White Other and other mixed groups. 73% of the children in our school were born in the UK and 27% were born in another country.

Adults in our school such as staff and governors belong to a range of ethnicities, with White British and Asian representing the largest groups.

The school currently has 22 children with disabilities. There are no adults in the school with disabilities. The building is physically accessible throughout to pupils. There is one staircase leading to the EAL room.

3. Legislation

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act (2010) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination act
- The Disability Discrimination Act (2005)
- Health and Safety at Work Act (1974)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003

- The respective Codes of Practice associated with the legislation
- "Promoting fundamental British values as part of SMSC in schools" (2014)

4. How we promote equality through:

a) Our school ethos

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. We believe that:

- All people are equally important
- All cultures are equally important
- All genders are equally important
- Society is enriched by allowing all peoples to contribute, as it has for centuries. To exclude or limit a group from taking part (women, ethnic groups) is unfair and damages our culture and the economy
- We have great pride in our British culture, but it is not superior to other world cultures, past and present
- We celebrate our British culture but acknowledge there is a new reality for this that embraces our multiple cultural origins and is different from that promoted by an out-of-date vision of Empire legacy
- We aim to support a society that is fair and where a meritocracy rewards talent and hard work rather than elite backgrounds and those from wealthy backgrounds
- 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 a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

b) Our curriculum, assessment and attainment

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 a diverse 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
- 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.
- Develop links and connections with schools around the world and other parts of the UK in order to promote global citizenship, develop positive views of others and counter stereotypes.
- 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.
- Our commitment to promoting British Values is delivered to each child at all appropriate times within the curriculum (see statement on British Values)
- Coverage of the school curriculum challenges stereotypes whenever appropriate.

c) The 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:

- 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 continues to place a priority on the provision for special /additional 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 SEND policy)
- The school also ensures the needs of children with high EAL needs, such as those who have recently arrived from another country, are met through rigorous assessment and appropriate support (see EAL policy)
- 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.

d) Resources and materials

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

- Reflect "the reality of an ethnically, culturally and sexually 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

e) Communication

We recognise that it is important 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. dual heritage, developing world, new to/a beginner in English

f) Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

g) Provision for multi-lingual pupils

We undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children
- Those from refugee families
- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom (see EAL policy)

h) Personal development and pastoral guidance

Members of staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils. All pupils/staff/parents/carers are given support as appropriate when they experience

discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

i) Workforce representation

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff. 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. We conduct an annual audit of our workforce and governor representation – ethnicity, age, gender, and review the data trends over the last five years to determine how well the workforce balances in comparison to your local community – is there a reasonable parity?

j) 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 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 all groups to apply for positions at all levels of the school. Access to opportunities for professional development is monitored on equality grounds. Equalities policies and practices are covered in staff inductions. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

k) Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

l) Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school
- Encouraging members of the local community to regularly join in school activities e.g. school fayre, religious festivals
- Exploring the possibility of the school having a role to play in supporting new and settled communities

m) 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 Board of Governors 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 Board of Governors, 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 Head Teacher and Senior Leadership are responsible for:

- Along with the Board of Governors, 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 members of 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, gender, sexual orientation, 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

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

n) Monitoring and Review

This policy reflects the opinions sought from the school community. Equality is identified as an area requiring careful and ongoing monitoring in the School Development Plan and due regard is given to the promotion of all aspects of equality within the SDP. The Head Teacher is responsible for co-ordinating the monitoring and evaluation of this. He is responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area.
- Positively supporting the evaluation activities that moderate the impact and success of the policy

This policy was last reviewed in 2021 and it will be reviewed annually.

Aspect	Actions	By Whom	By When	Success criteria
The Curriculum, assessment and attainment	The curriculum content should take care to ensure it covers representation from the global community and avoid a bias towards White European role models	Each week	Ongoing	All groups of children feel represented in the curriculum they experience
	Teaching needs to challenge stereotypes within the taught content	Each week	Ongoing	Our curriculum promotes equality
	The analysis of assessment data at regular moderation meetings will support the identification of gaps in relative progress for key pupil groups, supporting responsive planning to reduce gaps in learning	Each week	Ongoing	Progress of all pupil groups is equal
	Lesson plans need to name all members of key groups: RAFA, SEND, HA	Each week	Ongoing	All groups of children make good progress in their learning
The learning environment	Written and pictorial signage around the school provides clear directions to key locations for our community and visitors	SLT and Premises team	September 2021	Directions to key locations in our site and clearly indicated
	Learning is supported by the use of displayed teaching eg learning walls, visual representations and knowledge organisers	Class teachers	July 2021	Children transfer learning into long term memory successfully
	Displays around the school reflect the global community with representation of key groups	Class teachers	July 2021	Key pupil groups experience positive role models on display in our school
Ethos and atmosphere	Ensure greater representation of SEND people in displays around the school	Class teachers	July 2021	Displays in and out of classrooms reflect a positive promotion of disability
	Review school prayer to include children with no religion	Senior Leaders	July 2021	School prayer meets statutory requirements but also accommodates a wider spiritual dimension
Resources and materials	Review the range of resources used to support learning to ensure key groups are represented (gender, the global community, disability)	Subject leaders	December 2021	Key pupil groups experience positive representation in our school resources
Communication	The school celebrates key national and worldwide events (Autism awareness week, International women etc)	SLT	March 2022	All groups of children feel represented in the curriculum they experience
	Training for members of staff on alternative communication - Makaton	SENCO	March 2022	Members of staff are able to communicate effectively with children
	Key school communication is translated for hard-to-reach groups	Translation services	March 2022	Parents engage successfully with all school communication
Staffing, staff development and recruitment	Governors monitor the balance of staff to ensure our recruitment procedures have no bias	Board of Governors	March 2022	The school staff represent our community make-up
Partnership with parents	Provide bespoke communication meetings for marginal parent groups	EAL team	March 2022	All parent groups successfully engage with the school
	Follow up on input given during parent consultations to ensure targets are being worked on	Class teachers	March 2022	All parent groups successfully engage with the school