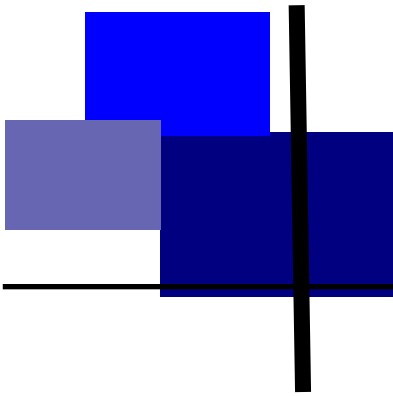




Working together to be the best that we can be

Russells Hall Primary School

Equality and Diversity Policy

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Persons Responsible:	Headteacher
Approved By:	Governors
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Policies Linked To:

- Anti-Bullying Policy
- Educational Visits Policy
- Behaviour Policy
- Relationships and Health Education (RHE) Policy
- Child Protection and Safeguarding Policy
- Code of Conduct Policies
- Special Educational Needs and Disabilities Policy
- Anti-Racism Policy
- Disciplinary Policy
- Values Education Policy
- School Complaints Procedure Policy
- Health and Safety Policy

Equality Policy

1 Introduction

1.1 At Russells Hall Primary School we have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This document is intended to help to ensure that this school promotes the individuality of all children and of staff, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy accords with the Equality Act (2010) which was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995 and any subsequent amendments. Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010.

These are known as protected characteristics and are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

□sexual orientation.

1.3 Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- eliminate discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it and we subscribe to these principles.

2 Aims and Objectives

2.1 We do not discriminate against anyone, be they staff or pupil, parent or visitor, on the grounds of any of the characteristics listed above.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning or participation for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth; we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

2.9 In order to inform our equality planning we consult with staff, governors, parents, carers and pupils. The results of our questionnaires and discussion will inform any actions that address issues arising. These issues will be addressed in our School Improvement Plan under the relevant Vital Organ.

2.10 The above aims are relevant for all types of situations and cover all protected characteristics. Specifically, however, in light of the Equality Act 2010 and previous applicable legislation the following guidance will apply:

3 Race, Religion and Belief Equality

3.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;

- promote good relations between people of different racial and ethnic groups;
- emphasize and reinforce the value of cultural diversity and develop understanding and an appreciation of the different ideas, values and beliefs encountered in a multicultural society.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour, including stereotyping through race. Should a racist incident occur, we will deal with it in accordance with school procedures.

3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, using resources and teaching materials chosen to reflect the cultural and ethnic diversity of our society and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of The Hajj to Muslims.

3.5 Children of all ethnic groups will have equal access to and opportunity within the whole curriculum, both in use of language and provision of resources. Sensitive and informed groupings of pupils will ensure that all pupils will contribute, be actively involved and be challenged appropriately. All pupils will be encouraged to develop their potential to the full, regardless of ethnic or cultural background. The school will track performance of pupils by racial category.

3.6 The procedures for dealing with a racial incident are as follows:
Discrimination can be overt or covert. We deal with such issues clearly and sensitively when they arise. It is essential that children be given clear guidance as to acceptable (and unacceptable) behaviour. In most cases the nature of less favourable treatment will be clear, and common sense will dictate the necessary action to take, usually after reference to the Headteacher.

The basic process would be to:

- Support the victim and investigate the incident;
- Meet with the pupil(s) parents / guardians to discuss the matter and explain the action taken; Equality Policy
- Record the incident on CPOMS under the category of Behaviour – Bullying – Racism or Racist Language as appropriate to the incident.

Parents are always welcome to discuss these issues with staff. Parents will continue to be informed of their child's behaviour, good and bad, and especially any aspects of their attitude towards others, which gives causes for concern. This is expected to be in the nature of an informal meeting with the parents and class teacher or member of the Senior Leadership Team. However, records will be maintained of abuses and the Headteacher and parents will discuss on going concerns in depth. Parents who are unavailable or unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated very seriously and a careful note kept of any such incidents. It must always be made clear that such

behaviour is unacceptable. Should a member of staff perpetrate an incident they will be investigated and will be subject to the relevant disciplinary procedures.

Should a member of the public be the perpetrator, the incident must be reported to the Headteacher as soon as possible. If there is perceived to be damage or a threat of damage to person or property the police should be informed. A incident log on CPOMS must be completed and the pupil's parents/ guardian and the Chair of Governors should be informed if appropriate.

4 Disability Equality

4.1 At Russells Hall Primary School we accept the definition of disability as stated in the Disability Discrimination Act (DDA) 2005. The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The affect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

4.2 The Disability Discrimination Act of 2005 places a general duty on schools to follow the principles below when carrying out their day-to-day procedures:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

4.3 Some adults and children in our school have disabilities. We are committed to meeting the needs of these adults and children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act 2005. All reasonable steps are taken to ensure that these people are not placed at a substantial disadvantage compared with non-disabled people.

4.4 The school is committed to providing an environment that allows disabled people full access to all areas of learning.

4.5 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

4.6 The school tracks the performance of children with disabilities and where appropriate monitors their learning using procedures outlined in the Special Educational Needs Policy and Report.

4.7 Any actions arising from our monitoring of the environment, our monitoring of teaching, learning and assessment outcomes, our policy review or our discussion with or questionnaires to stakeholders about disability will be included in our School Improvement Plan under the relevant Vital Organ. All actions will identify a lead person, a clear timescale and any cost implications. In line with the usual School Improvement Plan review, all actions will be considered, evaluated and amended as necessary at least three times per annum.

5 Gender and Sexual Orientation Equality

5.1 We recognise that nationally, the achievement of boys often falls behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include but are not exclusive to:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

5.3 To make our teaching more accessible to boys, we use strategies such as:

- begin a lesson with a 'Do Now' and share lesson 'Sticky Knowledge';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' with the science of learning in mind;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that procedures designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

5.5 We recognise that we need to have due regard for the elimination of discrimination and harassment on the grounds of sexual orientation and will ensure that both pupils and staff are treated fairly and sensitively in all aspects of their work in our school and in their relationships with others.

6 The Role of Governors

6.1 In this policy statement, the governing body has set out its commitment to equality, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

6.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment and progress;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

6.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

6.5 The governing body ensures that no child is discriminated against whilst in our school on account of any of the protected characteristics. So, for example, all children have access to the full range of the curriculum, and regulations regarding

school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The Role of the Headteacher and School Senior Leaders

7.1 It is the headteacher's role to implement the school's policy on equality, and they are supported by the governing body in so doing.

7.2 It is the head teacher's role to make sure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

7.4 The headteacher promotes the principle of equality when developing the curriculum, and in providing opportunities for training.

7.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

7.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The Role of the Class Teacher

8.1 Class teachers do their best to ensure that all pupils are treated fairly and with respect. At Russells Hall Primary School we do not knowingly discriminate against any child.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of different countries and continents, and to show the true diversity of development in different parts of the world.

8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents electronically on CPOMs and draw them to the immediate attention of the headteacher and Designated Safeguarding Leads. We report a summary of recorded racial incidents to the Local Authority annually.

9 The role of Pupils, Parents and Other Users of the School

9.1 The school will continue to take into account the preferred means of communication for those with whom they consult e.g. translated materials or interpretation facilities for those who have English as an additional language.

9.2 The views of the pupils, parents, carers and other users of the school on how well the school implements the Equality Policy will be sought from time to time through questionnaire and discussion. The outcomes of this will be used to set priorities for improvement within the framework of the School Improvement Plan under the relevant Vital Organs.

10 Impact Assessment

10.1 Impact assessment refers to the review of all current policies and practices in order to promote equality and to ensure that no individual with a protected characteristic is disadvantaged by any aspect of the school or its work.

10.2 The impact assessment will be an ongoing process in order to ensure that school policies and practices develop, evolve and that any issues arising are incorporated into the School Improvement Plan under the relevant Vital Organs for action.

10.3 Each new or reviewed policy or procedure will be drawn up with regard to the school's equality duty.

10.4 Analysis of information and data with regard to well-being and teaching and learning will also be considered in light of this duty.

10.5 Outcomes and feedback from regular consultation with members of the school community will be considered and any issues arising will be addressed through the School Improvement Plan under the relevant Vital Organs.

10.6 The school will evaluate the effectiveness of the policy and scheme with the School Improvement Partner and with Ofsted when the school is inspected.

11 Review and Reporting

11.1 The school will review and report on the progress made on equality related actions in its usual review of the School Improvement Plan and on the impact of the policy every year within governor meetings. Any equality related issues arising from these reviews will form the basis of action points within the School Improvement Plan under the relevant Vital Organs for the following year.