

Safeguarding in Schools

WALKERGATE COMMUNITY SCHOOL

EQUALITIES POLICY



Consultation that has taken place	Autumn 2010				
Date Formally Approved By Governors	29.11.10				
Date policy Became Effective	29.11.10				
Review Date	Sept 2019				
Person Responsible for Implementation and Monitoring	HT				
Other Relevant Policies	SEN	Community Cohesion	Behaviour	Teaching & Learning	Confidentiality
	PHSCE	S R E	Child Protection	Anti Bullying	

RATIONALE

Our school aims to ensure that people are treated solely on the basis of their abilities and potential, regardless of race, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status,

sexual orientation, disability, socio- economic background, or any other inappropriate distinction

We want all pupils and staff to achieve their full potential. The school works to ensure that within the school expectations, attitudes, and practices do not prevent anyone from reaching their potential.

Equal opportunities are recognised in the National Curriculum as a cross curriculum dimension that should permeate every aspect of the curriculum and school ethos. This requires that all children have equal access to the curriculum: boys/girls, children from minority groups, children with special needs whether they have learning difficulties or are more able learners.

Positive attitude by teachers and children to gender equality, cultural diversity and special needs of all kinds must be actively promoted. The school recognises that a child's self perception can be influenced by his/her environment and the school aim's to enhance children's self-esteem and self-confidence by positively working to reduce any gender bias and promoting equality of opportunity. The school recognises that as children mature and their relationships with peers of both sexes develop, their perception of roles alters. Such perceptions are influenced by other factors including home, peer group and the media.

AIMS

To ensure that curriculum planning, organisation and delivery; school and classroom management, administration and organisation are guided by an "equal opportunities for all" policy.

To raise awareness of equal issues and to promote a change in attitudes and expectations between teacher-children, children-children, school-home, regarding equal opportunities in education and adult life.

To enable all to participate fully in the life of the school and to have equality of access to all areas of the curriculum and life of the school.

Classroom management and organisation will promote and reflect the school's equal opportunities policy.

Guidance

Strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

Strategies are also in place to ensure that all policies including staff related policies reflect the principle of dealing with all equalities issues equally

Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes the curriculum; cross curricular links and areas such as extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles and to avoid stereotyping
- There will be flexibility in the classroom organisation to allow for differentiation in work patterns, groups, time allocation for tasks etc., to meet the needs of all the children in the class.
- Materials, including displays are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias where these do occur in books, displays or conversation this will be used as an opportunity for discussion and learning.
- Teacher time, attention and all resources are given equally to boys and girls
- All children are encouraged to work and play freely with others of both sexes and to interact/co-operate across potential barriers of gender, culture, race and ability differences.
- Opportunities are given for children to work with teaching and support staff of both sexes where possible
- Boys/girls, children from minority groups and those with special needs will be treated fairly with regard to expected behaviour, discipline, standards of work.
- The needs of bilingual children and their achievements in language learning will be recognised and valued by teachers and children.
- The domination of equipment, activity, and conversation or teacher time by one group will be avoided.
- Classroom job responsibilities will be equally allocated to girls/boys.
- Teachers will avoid potential gender bias in assessing children's work.
- Curriculum planning will take into account and value equally the likely interests of boys and girls, children's cultural background and different achievement levels.
- Teaching and other groupings, such as dining table arrangements, assembly seating, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.
- All adults working in the school will be encouraged to become aware of their own attitudes to equal opportunities with particular regard to learning and behavioural expectations of children.
- Teachers will deal promptly, and sensitively, with all racist and sexist incidents.
- Pupil's awareness will be raised relating to their own attitudes to sexism, racism and achievement differences and they will be encouraged to develop their own ways of dealing with them.
- Teachers will show sensitivity to children's cultural and religious backgrounds.
- Discipline procedures - notably rewards and sanctions - are the same for both sexes
- Our school uniform policy reflects equality of opportunity for all children
- Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other
- Staff are aware that all other policies such as anti bullying, child protection and positive behaviour policies affect this policy and any discrimination or child protection issues should be dealt with following the correct procedure.
- All members of staff regularly review practices and approaches involving equal opportunity in terms of gender issues.

Conclusion

The school holds that differences are to be celebrated and a community is strong when it values and recognises these differences. The school recognises its work on equal opportunities as part of the broader community cohesion.

WHOLE SCHOOL POLICY FOR MANAGING EQUALITY

STATEMENTS OF PRINCIPLE

- Discrimination on the basis of colour, culture, origin, gender, sexual orientation, age or ability is unacceptable in this school.
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- The primary objective of this school will, therefore, be to educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin, sexual orientation or ability, for life in Britain.
- An equal opportunities philosophy will be practised by all staff.
- The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
- The school is committed to emphasising the common elements and values of our multiple culture rather than high-lighting conflicting areas.

THE AIM

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and we would like it to be. On such foundations, pupils will develop their own attitudes to a pluralistic society. The school's experience is that pupils of all backgrounds exhibit a strong desire to be part of society as it exists in our community.

PRACTICE

Admission

The school follows the LA/Governing Body Admission Policy, which does not permit, sex, race, colour or disability to be used as criteria for admission.

Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should also be made clear to offending individuals that such behaviour is unacceptable.

- Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities.

- Staff

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

All staffing and school management policies demonstrate the school's commitment in addressing the equalities as outlined in the 2006 Equalities Act.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

The Curriculum

All pupils must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behavior and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.

Pupils and staff must feel that their language or dialect is valued. They should, therefore, be allowed to use their home language in school, but should never use it to exclude others.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability, sexual orientation or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

References

Aspect Legislation

Gender (sex) Sex Discrimination Act 1975, as amended

Equality Act 2006

Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999

Race Relations Act 1976, as amended

Race Relations (Amendment) Act 2000

Disability Discrimination Act 1995, as amended

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as amended

Religion or belief Employment Equality (Religion or Belief) Regulations

2003, as amended

Equality Act 2006

Age Employment Equality (Age) Regulations 2006

Delivery through:

- Head of School Improvement - managing SIS strategic direction through SLT
- Senior Adviser: School Performance - managing support and challenge to schools and LA – all phases
- Senior Adviser: Additional Needs - managing support and challenge to schools and LA – all phases
- Senior Adviser: Learning Development – managing support and challenge to schools and LA – all phases
- Senior Adviser: BSF – leading on capital programmes - all phases
- Senior Adviser: Early Years - Phase specific support, challenge and development
- Senior Adviser: Primary – Phase specific support, challenge and development
- Senior Adviser: Secondary – Phase specific support, challenge and development
- Senior Adviser: 14–19 – Phase specific and wider partnership working