



# **Tredington Primary School**

## **Equality Policy**

**Reviewed April 2020**

**Next review date April 2021**

**We aim to develop in our children a passion for learning; strong moral, social and cultural values; a hard working ‘Can do’ attitude; the ability to communicate with others clearly and a desire to explore and understand the world around them.**

**Our school mission statement is: Friends Learning Together. Explore, Create and Share.**

## **1. INTRODUCTION**

Tredington Primary School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. We aim to develop a culture of inclusion and diversity in which people feel able to participate fully in school life. This policy sets out the principles under which Tredington Primary School will operate to meet these aims. The policy is available to all governors, staff and parents and on request to any third party.

## **2. STATEMENT OF INTENT**

Tredington Primary School is committed to equality in all dealings with governors, staff, pupils and parents. The senior leaders will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its decisions.

All governors, staff, pupils and parents will have a right, through the agreed procedures, to challenge any decision or action that they believe to be in breach of these principles. Any governor or member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

## **3. STATUTORY REQUIREMENTS**

Tredington Primary School is bound by law not to discriminate on certain grounds. The Equality Act 2010, which brought together all the current discrimination laws into one, sets out the eight “protected characteristics” that qualify for protection from discrimination:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual Orientation

In addition, there is also a duty to ensure no discrimination occurs on the basis of Marriage and Civil Partnership status.

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, a woman or a person from a particular religion or racial group. Tredington Primary School will not normally seek to use exemptions from the above Act.

Tredington Primary School will give sympathetic consideration to requests for time off or for religious observance from staff who are active members of particular religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.

Tredington Primary School will, wherever possible, make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

Tredington Primary School operates a policy of automatic entitlement to interview for any disabled applicant who meets the essential criteria for a vacant post. In any event, although there may be practical difficulties in the appointment of some disabled people to the school, this will not be a factor in preventing their full and proper consideration

and reasonable adjustments will be considered as required. Tredington Primary School acknowledges these areas of regulation and confirms its commitment to enforce these specific duties in the school.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff at Tredington Primary School, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sexual orientation.

#### **4. LEARNING ENVIRONMENT**

Tredington Primary School has consistently high expectations 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 encouraged to view their own child's progress in the same light. All pupils are encouraged to be actively involved in their own learning.

Adults are required to provide good, positive and motivated role models in their approach to issues of equality of opportunity. Tredington Primary School aims, through its differentiated provision, to meet all pupils' learning needs including those with Disabilities and/or Special Educational Needs and those identified as more able, Gifted and Talented. A range of methods is used, throughout the school, to ensure that effective learning takes place at all stages for all pupils. Tredington Primary School ensures its environment gives pupils equal access to facilities and resources.

#### **5. THE CURRICULUM**

##### **The taught curriculum**

At Tredington Primary School, we aim to ensure that our planning reflects our specific commitment to equal treatment and equality of opportunity in all subject areas and cross curricular themes. Our planning takes account of the differing needs of our pupils and their progression. We have a commitment to evaluate our curriculum outcomes and to ensure that what we have planned takes place.

##### **Resources and materials**

We endeavour to ensure that the resources we provide:

- 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
- Show positive images of people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal treatment and equality of opportunity issues
- Are equally accessible to all members of the school community consistent with health and safety.

We will also ensure that we will have no implicitly or explicitly racist, sexist, homophobic or ageist materials and that our materials will seek to promote equality.

##### **Language**

It is important that all members of our community use appropriate language that:

- Creates and enhances positive images of particular groups

- Creates the conditions for all to develop their self-esteem
- Uses the correct terminology in referring to particular groups (e.g. Inuit not Eskimo, Native Americans not Red Indians)
- Does not transmit or confirm stereotypes
- Does not offend.

### **Extra-curricular provision**

It is the policy of Tredington Primary School to provide equal access to all activities from an early age wherever possible - for example with mixed teams for sports. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity and that all such non-staff members who have contact with children adhere to our policy.

### **Provision for Bilingual children**

We undertake to make appropriate provision for all bilingual groups to ensure access to the curriculum. These groups may include: Traveller children; children from refugee families; pupils whose home language is not a standard form of English; pupils for whom English is an additional language. While there is a need for pupils to learn to communicate in standard English, we believe that their home language should be celebrated and respected.

## **6. PROVISION FOR DISABLED PUPILS AND OTHER MEMBERS OF THE SCHOOL**

**COMMUNITY** The Equality Act 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'
- '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 activity is substantial and long-term, as defined above.

The effect 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 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.

At Tredington Primary School, we will take all reasonable steps within our available resources, including any additional resources specifically provided for the purpose, to enable pupils with disabilities to be treated equally and to have the same opportunities as other pupils. Similarly, we will make every effort to accommodate the needs of other members of our community with disabilities. We have a Special Educational Needs and Disability Policy to outline further how these aims will be achieved.

## **7. ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body has overall responsibility for ensuring that this policy is fully disseminated and implemented in full.

### **The Headteacher**

The Headteacher of Tredington Primary School has responsibility for the day-to-day management of all aspects of the school's work, including Equality. The Headteacher should keep the Governing Body fully informed and work closely with the staff to ensure the policy is implemented.

## **8. STAFF AND STAFF DEVELOPMENT**

Responsibilities of the Headteacher and Senior Leadership Team include:

- Raising awareness of the aims of the Public Sector Equality duties with all staff, governors, parents and pupils
- Ensuring understanding of the broad definition of those groups identified in the Equality Act (2010)
- Encouraging disclosure of protected characteristics by pupils, parents, staff and other members of the school community

We recognise the need for positive role models and distribution of responsibility among staff. This should include pupils' access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspiration of all individuals. Staff are provided with training and development which will increase awareness of different groups of pupils in the various dimensions of equality of opportunity.

## **9. INFORMATION GATHERING FOR MONITORING AND IMPACT ASSESSMENT**

Information to be gathered comprises:

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds
- Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Participation in extra-curricular activities
- Attendance, exclusions and truancy
- Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan. (All efforts will be made to collect information.)
- Identity-based bullying and harassment - for example on the grounds of gender, disability or race, including the recording of such incidents.

## **10. IMPACT ASSESSMENTS**

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no person with 'protected characteristics' is disadvantaged by school activities and the promotion of equality. Impact assessments are an on-going process to ensure that our policies and practices develop and evolve. Impact Assessments are incorporated into the planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within Tredington Primary School.

Equality of opportunity is monitored by the Senior Leadership Team working alongside the Governing Body.

Monitoring of the following may be carried out to see where equality of opportunity for learning may need more intensive focus or further scrutiny, as appropriate:

- SATs results
- Participation in extracurricular activities
- Exclusions and truancy
- Continuous assessment of children's learning
- Racist and sexist incidents
- Results from screening for specific learning needs
- Attendance.

## **11. COMMUNITY COHESION DUTY**

We will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

## **12. OTHER RELEVANT POLICIES**

This policy should be read in conjunction with the following policies:

- SEND policy
- Accessibility Plan

- Offer of Early Help
- Tredington SEND Graduated Response
- Anti-Bullying Policy
- HBT Bullying Policy