

## Equality Policy

### **Mission Statement**

Alverthorpe St Paul's Church of England School is built upon Christian values. We will provide the highest quality of education through an innovative and exciting curriculum. We believe that everyone should feel safe, secure, valued and respected. We aim for everyone to be the best they can be in everything they do.

### **Christian Values**

Our Christian values underpin our school ethos. We have six values that are explored in detail as part of our collective worship. They are also addressed through the curriculum and are an integral part of our behaviour policy. These values are:

**KOINONIA THANKFULNESS FRIENDSHIP FORGIVENESS TRUST  
COMPASSION**

### **Introduction**

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including

- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Gender Recognition Act 2004
- The Sex Discrimination Act 1975
- The Equal Pay Act 1970

This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' employees might have. They are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief

Sex (gender)  
Sex (orientation)

Equality of opportunity is a fundamental aspect of the ethos at Alverthorpe St Paul's CE(VA) School, 3-11yrs. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

### **Purpose**

We aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of the school community.

To meet these aims, we are committed to:

- Equal access and fair treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

### **Objectives**

- To promote positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- To ensure that the curriculum contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include books, materials and equipment that are multicultural and non-sexist, promoting positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in school

### **The Law**

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protected characteristic.

The law is extensive and complex especially when the implications of the Human Rights Act also feature in considerations. Accordingly, the school will provide

general guidance of matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and any relevant European legislation.

### **Direct and indirect discrimination**

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to be taken under the guidance of the Headteacher.

### **Staff**

The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring that children are safeguarded and safer recruitment in education procedures adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

### **Identification**

Staff will observe children at play and in classrooms, always seeking to identify good as well as undesirable behaviour. Behaviours that are seen to be targeting those with any of the protected characteristics will be stopped and the situation discussed. Repeated actions will be recorded for discussion with parents and reported to Governors via the Pupil Pastoral Committee.

Suitable training is to be undertaken by relevant members of staff and governors to aide the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour such as the Behaviour Policy will be available on the school website for reading by interested parties.

An 'Open Door' policy will continue to operate in order that parents may discuss their concerns with the Headteacher, Learning Mentor and other members of staff. Equally, early advice should be given of any protected characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Consultations with outside agencies may be sought where appropriate.

The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

### **Positive Action**

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Role playing is seen as an essential means to address the issues raised in this area
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view
- Job vacancies will be widely advertised to promote a diversity of candidates

### **Daily procedures**

Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources

Teaching materials and other forms of communication will be reviewed on a regular basis to ensure compliance with this policy

Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community

Assemblies will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval process

Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity

Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour

### **Involving parents**

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to consultation and the need to reinforce good behaviour in our community.

Parents will continue to be informed about their child's behaviour together with any aspects of their attitude towards others which gives rise to concerns. Initial liaison regarding discrimination problems is expected to be of an informal nature by the class teacher.

However, records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher, parents and Learning Mentor. Parents who are unavailable or unwilling to discuss individual cases will receive a letter inviting their response. A copy of the letter and their response will be kept on file.

All forms of discrimination within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher (or Deputy Headteacher if the Headteacher is not available) when a decision will be made as to involvement of the parents of the children concerned.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident, the governing body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

### **Success criteria**

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and a qualitative nature.

Key areas for consideration are:

- The level of complaints by pupils, staff and parents
- Attendance records, punctuality and unauthorised absences
- The quality of pupil-pupil and pupil-teacher interaction
- SATs results which will be analysed to detect signs of underachievement of particular groups and against baseline assessments and expectations

### **Ethos**

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- To devise schemes of playground use which avoid domination of space by any particular group
- To provide training and support in order that teachers, teaching assistants and lunchtime supervisors uphold the principles of equal opportunities in their work with children
- To ensure that sanctions used are the same for all children and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make it clear that sexist and racist abuse is unacceptable
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To provide access throughout the school site for people with disabilities, taking into account the needs of staff, pupils and visitors, as funds allow
- To encourage and develop positive links with the community
- To make all visitors feel welcome

### **Curriculum planning and design**

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language. For example, only presenting images of Africa as being poor and rural

- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children to explore the idea of stereotyping so that they can make more informed choices in relation to their own identity (gender, ethnic, cultural or religious background, disability)
- To be aware of the balance of male/female roles, disabled/able bodied and roles from a variety of cultural backgrounds when choosing historical figures or the work of artists, scientists, composers or authors as a focus for a curriculum area.

### **Resources**

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where only biased resources are available, to employ them as a means of provoking discussion of equal opportunities issues

### **Classroom practice and delivery**

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may be traditionally lacking in confidence
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work
- To ensure that all children have an opportunity to work with the teacher in small and large groups during the year
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive

### **Practice around school**

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children should have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining
- All children should have equal opportunities to help with jobs and mixed groups should move equipment
- All children must have an opportunity to take books home to read
- Children should be involved with formulating class rules at the beginning of each academic year
- Parents and link governors should have an opportunity to view the type of work undertaken in support of the curriculum through class assemblies,

learning walks and open sessions. This should encourage an independent perspective of the way in which the wider community is portrayed.

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork.

### Assessment

To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

### Management and Organisation

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities apply
- To monitor academic achievements by gender, race and ethnicity

### Equality Objectives Action Plan 2017 – 2020

Objective	Action	Responsibility	Time scale	Success criteria	Review/impact assessment
To increase awareness of and have in place processes to identify and remedy any incidences of bullying	Audit views of pupils through survey	CC/MS	September 2017	Staff are aware of and recognise instances of bullying, advocating for pupils where necessary	
	Provide awareness raising for staff	CC/SW/CM S	October 2017		
	Promote positive attitudes through Anti-Bullying week	All staff	November 2017 – continue annually	Anti-bullying week resources are effectively used and children feel empowered to talk about bullying – knowing who to talk to	
	Ensure staff know how to use reporting and recording systems and strategies for dealing with bullying				
	Safeguarding leader assisted by Learning Mentor to monitor records				
				All pupils and staff know what to do if	

				bullying takes place  Systems are in place to record any incidents and records are monitored and reported to Governors through the appropriate committee	
To look at the group of children in the lower middle attaining band in maths in KS1 and KS2 and identify reasons for underattainment	<p>Analysis of data from a range of sources to identify children who are not attaining as they should.</p> <p>Discuss with all relevant staff reasons for this under attainment and look for creative solutions to address the issue. This may involve positive action such as single sex maths groups to encourage confidence in girls' own abilities to do maths or opportunities to do homework at school for disadvantaged pupils</p>	<p>PW – KS2 and Maths Leader with CMS KS1 Leader</p> <p>Other staff members</p>	<p>October 2017</p> <p>Action to be implemented by the end of October 2017</p>	<p>Review of test results February 2018 with a view to continue, expand or desist the practice depending on success</p>	
To promote positive attitudes to difference	<p>Use opportunities across the curriculum to educate children and reinforce the concept of different but equal.</p> <p>Play indoor games such as sitting volleyball and explore who plays it, when was it invented.</p> <p>Work on racism and homophobia as</p>	All staff	<p>Through out the year and across subjects – see curriculum plans</p>	<p>Pupils' awareness and understanding of difference is improved</p> <p>The number of incidents of racism/ableism increases as children become</p>	

Alverthorpe St Pauls CE(VA) School, 3-11yrs

	part of schemes of work in school. Reinforce positive attitudes around children and adults in school with disabilities.			aware and then decreases as they learn	
To challenge more able pupils effectively in core subjects	Identify more able pupils and update information systems, particularly focussing on children at the beginning of Year 2 and Year 5. Using curriculum planning opportunities to stretch these children's skills and understanding	All staff, esp CMS, SM, KC, JI  Maths Lead PW and English Lead, CMS to advise on planning and appropriate work for identified children	Children identified by October half-term Children clearly identified in planning from Autumn 2 2017	Those children who are more able find school interesting and challenging . They also perform well in tests to show their ability.	

Written by Charlotte Somerville, Deputy Headteacher

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