



# Western Road Community Primary School Equality Policy

*This policy was **adopted in March 2016.***

*This policy is **due for review in March 2020.***

## **Introduction and Scope**

This Equality Policy for Western Road School addresses issues of Race, Gender and Disability equality, meeting the current statutory duties in these areas. However, it goes beyond these to include sexual orientation, religion, belief, home situations and every aspect which has the potential to discriminate against or devalue any individuals in our community.

## **Statement/Principles**

The policy outlines the commitment of the staff and Governors of Western Road 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. It also means 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
- School 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 Western Road School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, home situation or any other recognised area of discrimination. This is shown by its inclusion in our school's aims:

Western Road School aims to give all members of the school the opportunity to realise their full potential. We have agreed a common set of beliefs and shared values that

underpin our endeavours:

A child who is happy, confident and respected as an individual within the school is more likely to fulfil his/her potential.

We believe that the whole child is important and that his/her social, moral, emotional, physical and intellectual development are inter-related.

We guarantee each child the opportunity to acquire skills associated with such development, irrespective of race, gender, class or disability.

We seek a high quality of pupil achievement. This requires the careful planning, delivery, monitoring and evaluation of the curriculum offered.

We see the child's education as an interaction between the child and the environment, which includes people as well as materials and knowledge.

We believe that first-hand experience is a powerful means of acquiring knowledge and skills.

We believe that independence and self-discipline are important factors in the learning process.

Building upon what a child can do is our objective.

### **Monitoring and Review**

We regularly review the impact our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. The groups we typically monitor (if we have pupils in that category) are:

- Pupils entitled to the Pupil Premium
- Gender
- SEND
- Ethnicity
- Ability
- Child protection
- Age (e.g. summer born)
- Looked After Children

We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives updates on pupil performance information.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

### **Promoting Equality through the Curriculum Learning and Teaching**

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;
- Encourage pupils to detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents and carers 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.

### **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.

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 should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs, including the more able;
- The school must provide an environment in which all pupils have equal access to facilities and appropriate 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.

## **Curriculum**

At Western Road School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promote 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.

## **Ethos and Atmosphere**

- At Western Road School, 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;
- There is an open and welcoming atmosphere;
- Visitors to the school are greeted 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;
- There is disabled access at the front and rear of the school;
- Provision is made to cater for the spiritual needs of children through planning of assemblies, classroom-based activities and educational visits.

## **Resources and Materials**

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

- Reflect the reality of our ethnically and culturally diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society;
- 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 the school community consistent with health and safety;
- Not include explicitly or implicitly racist, sexist, homophobic or ageist materials.

### **Language**

We recognise that all members of the school community must use appropriate language which does not intentionally cause offence nor confirm stereotypes, but rather seeks to create the conditions for all people to develop their self-esteem.

### **Provision for Bilingual 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.

### **Personal Development and Pastoral Guidance**

- Pastoral 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 are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community where possible;
  - Emphasis is placed on the value that diversity brings to the school community rather than the challenges it can pose.

### **Staffing and Staff Development**

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 or adult helpers where possible.

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.

## **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 trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff are made aware of equality policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact;
- Staff are appointed on the basis of merit.

## **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).

## **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents and carers to help all pupils to achieve their potential. We 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 fete, art week, special curriculum events, harvest festival etc;
- Welcoming pupils and parents/carers from new and settled communities equally.

## **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 Governing Body 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 Governing Body, 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 Management are responsible for:

- Along with the Governing Body, 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.

All 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, 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.