



Stamford Green Primary School

Equality Policy Including Equality Information and Objectives

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____*
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 6.12.18

Equality Policy Contents

Section	Page Number
Aims and Context	Page 3
Equality Policy	Page 3 to 7
Appendices 1. Equality Information 2. Equality Objectives	Page 8 to 9

Stamford Green Primary School Equality Policy

1. Aims and Context

- a) Stamford Green is a growing three form entry school built on one level. Our vision statement is 'Working together to be the best we can' and this permeates into all the important areas with a common approach to all. Stamford Green operates equality in its day to day practice in the following ways.

2. Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- a) Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- b) Monitor achievement data by ethnicity, gender and special educational needs and/or disability and action any gaps. This monitoring is shared with governors through the Children and Learning Committee.
- c) Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- d) Ensure equality of access for all pupils and prepare them for life in a diverse society
- e) Use materials that reflect the diversity of the school, population and local community in terms of race, gender and special educational need and/or disability, without stereotyping.
- f) Promote attitudes and British values that will challenge racist, extremist or any discriminatory behaviour or prejudice.
- g) Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures (See the Thrive Experience Overview for planned visits/visitors).
- h) Seek to involve all parents in supporting their child's education.
- i) Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- j) Including teaching and classroom - based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

3. Admissions and exclusions

- a) Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.
- b) Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

- a) We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- b) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all

groups within our workforce.

- c) Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.
- d) Actions to ensure this commitment is met include:
 - i. Monitoring recruitment and retention including bullying and harassment of staff;
 - ii. Continued professional development opportunities for all staff;
 - iii. Leadership and Management Team support to ensure equality of opportunity for all.

5. Equality and the Law

- a) According to the Equality Act 2010, schools need to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:
 - i. Sex
 - ii. Race
 - iii. Disability
 - iv. Sexual Orientation
 - v. Religion or Belief
 - vi. Gender Reassignment
 - vii. Pregnancy or Maternity
 - viii. Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils.
- b) The General Duty requires us to have due regard to the need to:
 - i. Eliminate conduct that is prohibited by the Equality Act 2010
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - iii. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

6. Roles and Responsibilities

- a) The role of Governors: The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and special educational needs and/or disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
 - i. The Governors take all reasonable steps to ensure that the school environment gives access to people with special educational needs and/or disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
 - ii. The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
 - iii. The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or special educational needs

and/or disability.

- b) The role of the Headteacher. It is the Headteacher's role to implement the school's Accessibility Plan and she is supported by the Governing Body in doing so.
 - i. The Headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
 - ii. The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- c) The role of all staff: teaching and non-teaching
 - i. All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Accessibility Plan.
 - ii. All staff will strive to provide material that gives positive images based on race, gender and special educational needs and/or disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
 - iii. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

- a) Harassment on account of race, gender, special educational needs and/or disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- b) All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- c) Racist and homophobic incidents and other incidents of harassment or bullying are investigated according to the Behaviour Policy. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.
- d) What is a discriminatory incident?
 - i. Harassment on grounds of race, gender, special educational needs and/or disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- e) Types of discriminatory incidents that can occur are:

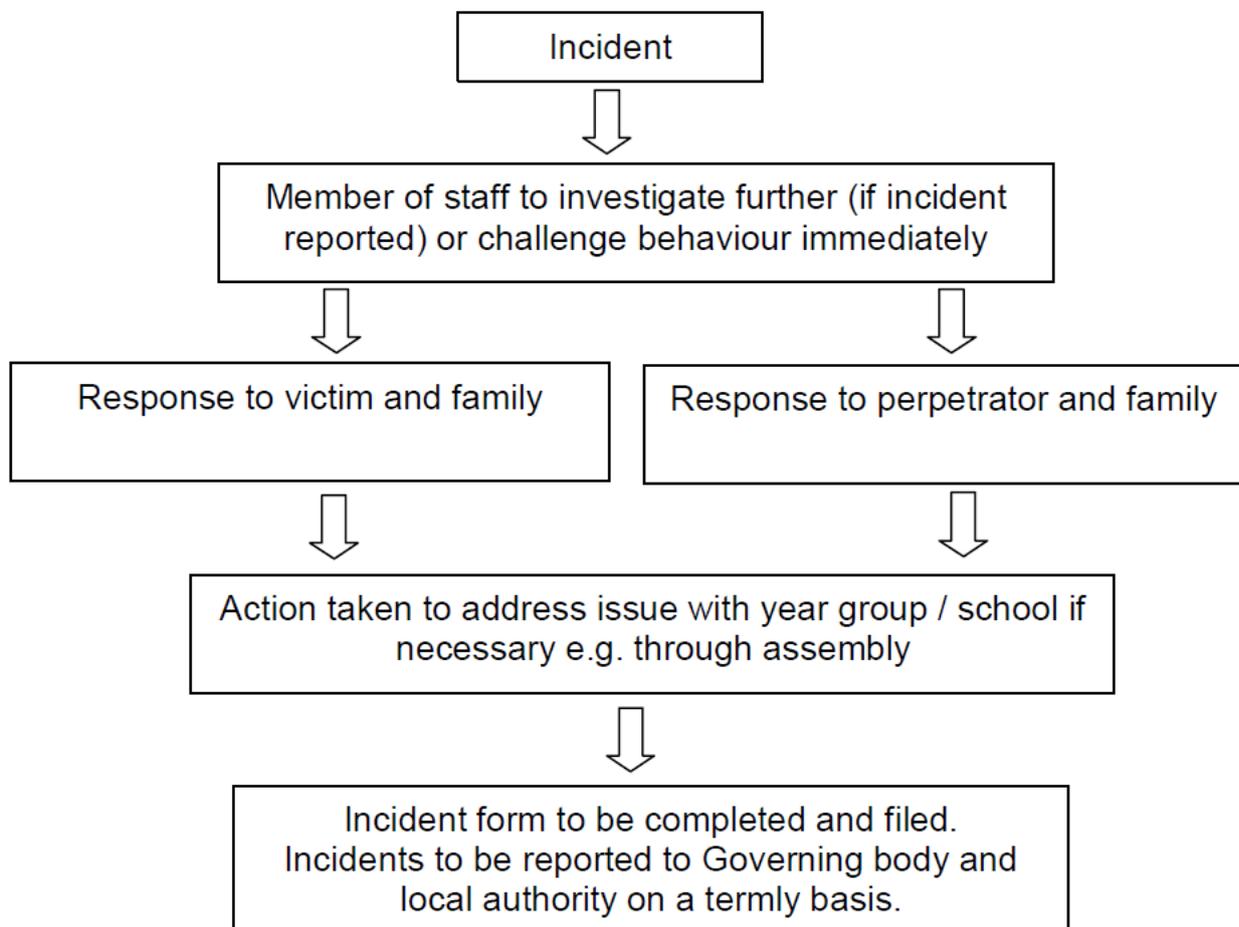
Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

 - i. Use of derogatory names, insults and jokes;

- ii. Racist, sexist, homophobic or discriminatory graffiti;
- iii. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- iv. Bringing discriminatory material into school;
- v. Verbal abuse and threats;
- vi. Incitement of others to discriminate or bully due to victim's race, special educational needs and/or disability, gender or sexual orientation;
- vii. Discriminatory comments in the course of discussion;
- viii. Attempts to recruit others to discriminatory organisations and groups;
- ix. Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- x. Refusal to co-operate with other people on grounds of race, gender, special educational needs and/or disability or sexual orientation.

f) Responding to and reporting incidents

g) It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Appendix 1

Equality Information

Duty	Exemplar of Actions Taken
Equality Objectives	<p>Within the context of the school the overall aims are:</p> <ol style="list-style-type: none"> 1. Almost all children whatever their particular needs and situations <ol style="list-style-type: none"> (a) Feel happy and safe at school (b) make the progress expected of them by the school 2. Almost all children, staff and parents feel that the children's behaviour is good 3. Almost all children, staff and parents feel that they are listened to and treated with respect
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion • In our school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • The school focuses on a different value each month which we believe to be relevant to everyone irrespective of their background and beliefs (eg Respect, Tolerance, Self-belief etc.) • There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and they make progress broadly in line with their peers. • There are established and effective monitoring systems in place to track pupil attainment. All groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that they have someone they can talk to. • Our Anti-Bullying and Behaviour Policies are reviewed regularly. • Termly analysis focuses on the achievement of a wide range of vulnerable groups which is shared with the governors.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. Our focus as a school through assemblies on values, enables pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. • Our school council, made up of children from Years N - 6, is democratically appointed

Appendix 2

Equality Objectives

Objectives	Success Criteria	Date of Review	Responsibility
Continue to review all policies in line with specified timeframes.	All policies reviewed and updated in light of the Equalities Act and practices audited.	As and when policies are reviewed	HT / Chair of Governors
Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Visits/visitors, lesson resources and assemblies etc., provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own (Thrive experiences, Collective Worship Coverage, curriculum Themes, Displays)	Ongoing	All Staff
To continue to closely track all children in all year groups ensuring that any gaps between boys and girls are identified and targeted	Achievement for all (irrespective of race, special educational needs and/or disability and gender) is even.	Ongoing – Considerd annually against Data analysis and termly at Pupil Progress Meetings	HT / LMT and Class Teachers
Steps are taken to reduce and/or eliminate negative stereotypes of race, special educational needs and/or disability and gender across the school and to promote positive understanding.	Occasionally assemblies (e.g. Black History Month) and curriculum themes will focus on the area of race, disabilities and gender avoiding negative stereotyping.	Ongoing	Teachers
Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality	As and when deemed necessary	HT
Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.	As and when necessary	HT / Governors and PA to Head

