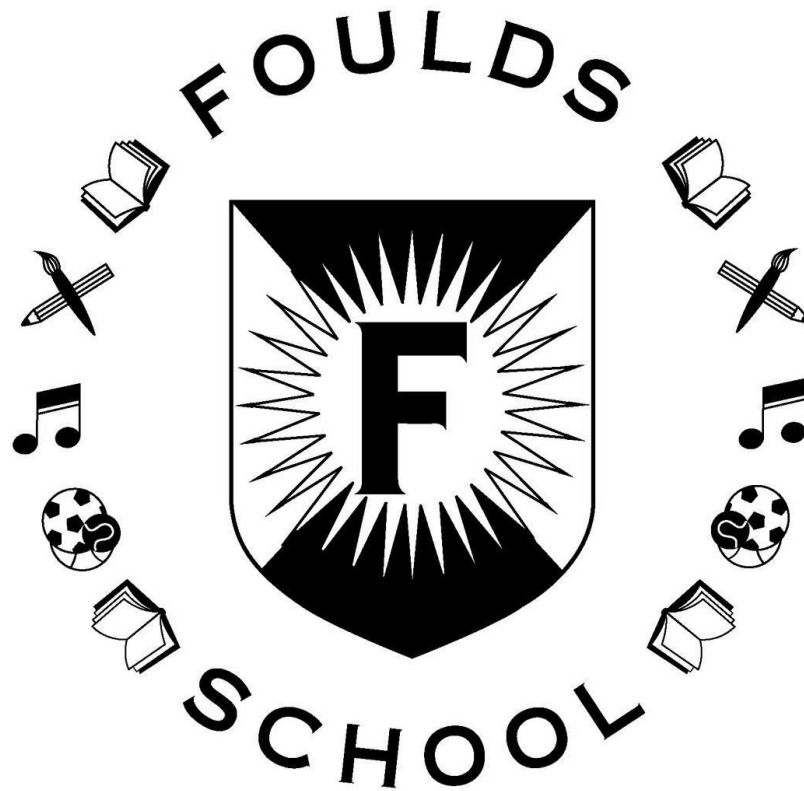


FOULDS PRIMARY SCHOOL



Single Equality Policy

Reviewed: *Summer 2017*
To be updated: *Summer 2020*

Statement

This Equality Policy for Foulds School bring together previous policies, schemes and action plans that we had previously around Equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, which are (in alphabetical order)

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

The policy outlines the commitment of the staff and Governors to promote equality. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

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 individual in our community should feel safe, secure and valued in an environment that champions respect for all.

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of policies or practice.

We are aware of our Reasonable Adjustment Duty for disabled members of our community – which can promote equality for those with disabilities.

We interpret our duties positively and will take the necessary actions to remove barriers to inclusion. We will endeavour to do this by evaluating and developing our policies and practice in striving to fulfil our aims as outlined below.

Policy Commitments

We aim to ensure that all our policies are reflective of the equality duties as set out in Equality Act 2010.

We will assess the impact of all revisions of school policies and new policies on pupils, staff and parents and members of our community with due regard to protected characteristics as outlined in the Equality Act 2010.

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:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of society, without stereotyping
- Use materials to promote a positive image of and attitude towards disability

- 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 diversity
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subjects, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- 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

Learning Environment and Ethos of the school

- There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- All pupils are encouraged to improve on their own achievements.
- Parents are also encouraged to view their own children's achievements in this light.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school aims to provides an environment in which all pupils have access to all facilities and resources
- All pupils are 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 pupil
- Consideration will be given to the physical learning environment
- Pastoral support will take account of diversity and the experiences and needs of the particular groups.
- Should prayer facilities be required, a meeting should be arranged with the Headteacher.

Curriculum

At Foulds Primary school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Planning, lessons, activities and differentiation provide opportunities so that all pupils have access to the curriculum by taking into account their learning styles, special educational needs, cultural backgrounds, EAL status, socio-economic background and/or other factors that may prove to be a barrier to their learning

Progress, attainment and assessment

- We monitor the attainment and progress of all pupils and groups of pupils including gender, ethnic groups, pupils who need support to learn English as an additional

language (EAL), pupils with identified SEN, pupils with disabilities, LAC (Looked After Child) pupils, Pupil Premium children, pupils with CAFs (Common Assessment Framework), pupils who access FSM (Free School Meals) and higher achieving pupils.

- We identify trends and patterns of underachievement and where necessary take positive action to improve attainment.
- We incorporate these actions into our School Development Plan

Resources and Materials

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

- 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
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for purchase.

Behaviour, discipline, attendance and exclusions

- All staff will operate consistent systems of rewards and sanctions in line with the Behaviour and Anti Bullying Policy
- Monitoring of number of incidents of inappropriate behaviour by particular pupils and/or groups of pupils is carried out by the Learning Mentor and actions are taken as necessary.
- Exclusions and other sanctions will be monitored to establish patterns and trends. We will follow the LA '*Guidelines for Dealing with Racial Harassment Incidents in Schools*' These incidents are reported to the Governing body at the termly clerked meeting.
- We closely monitor data on exclusions and absence from school for evidence of over-representation of different group and take action to address concerns.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the wider community

- We will work with parents/carers to help all pupils to achieve their potential.
- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff, parents and pupils are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body for taking appropriate action in any cases of unlawful discrimination; and for ensuring that racial and homophobic harassment guidelines are followed.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- **All staff** are expected to respond to and report racist and homophobic incidents see Appendix 1 and 2. This form as well as an incident form are to be completed for when such incidents that occur.
- Staff are to know how to identify and challenge any bias and/or stereotyping for any identified group as outlined in the Equality Act 2010.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Breaches of the policy will be dealt with using the appropriate pupil or staff disciplinary procedures.

Monitoring the policy

This Policy will be reviewed in Summer 2020. The Headteacher, together with the Inclusion Leader, is responsible for the implementation and monitoring of this policy.

We will write and review and Equality Access Plan (including Accessibility Plan) on a two yearly basis.

Appendix 1

Recognising racial harassment

The report of the Stephen Lawrence inquiry defines a racist incident as “**any incident which is perceived to be racist by the victim or any other person**”. This is particularly important in an educational setting where victims of racial harassment might be young children who are not able to identify or articulate their experience of racism. Schools should ensure that pupils, parents and staff are aware of the need and the opportunity to report incidents.

Identification of racial harassment is not always easy, as some forms of harassment are subtle and not immediately obvious despite being very damaging to those subjected to it. Racial harassment can take many different forms. Examples are shown on the form in Appendix 2.

Equally, schools should be alert to harassment on grounds of religion or belief.

Recognising homophobic incidents

Schools should consider as homophobic incidents the use of homophobic terms for name calling and the targeting of pupils or staff whose homosexuality is known, or who have gay or lesbian friends or relatives. Examples of such behaviour are shown in Appendix 2.



SCHOOL RECORD OF RACIAL OR HOMOPHOBIC HARASSMENT INCIDENT INVOLVING PUPILS OR STAFF

STRICTLY CONFIDENTIAL

Details of individuals involved in the incident:			
Name(s) of alleged perpetrator(s)		Name(s) of complainant(s)	
If member of staff please tick:		If member of staff please tick	
Ethnic Group(s)		Ethnic Group(s)	
Faith		Faith	
Year Group		Year Group	

Date of incident	Time	Place

Brief description of incident:
Action Taken:

Types of incident: Please put a tick against type of incident	✓
Racist incidents:	
Name calling using racist terms	
Racist graffiti	
Verbal threats using racist terms	
Ridiculing others because of cultural or religious differences	
Racist comments in the course of conversation/discussion	
Refusal to co-operate with others because of their religion, ethnicity or language	
Written derogatory/racist remarks	
Wearing racist badges or insignia	
Bringing racist materials such as leaflets, comics, magazines onto premises	
Incitement of others to behave in a racist manner	
Attempts to recruit for racist organisations and groups	
Abuse of personal property on racial grounds	
Jostling, use of weapons and threatening physical assault on racial grounds	
Other: (please describe)	
Homophobic incidents:	
Name calling using homophobic terms	
Refusal to co-operate with someone because of their sexuality or perceived sexuality	
Use of homophobic language in conversation/discussion	
Homophobic graffiti	
Threat of physical violence on grounds of sexuality or perceived sexuality	
Physical attack on grounds of sexuality or perceived sexuality	
Abuse of personal property on above grounds	
Ignoring or excluding someone on grounds of sexuality or perceived sexuality	
Outing someone as gay	
Offensive and abusive remarks against someone's sexuality or perceived sexuality	
Homophobic terms in the course of discussion	
Justifying homophobic behaviour on grounds of own (perpetrator's) religion or faith	
Other: (please describe)	

Referral to other agencies: (please tick)

- | | |
|---|--|
| <input type="checkbox"/> LA | <input type="checkbox"/> Barnet Staff Support Scheme |
| <input type="checkbox"/> Police | <input type="checkbox"/> Professional bodies (e.g. Unions) |
| <input type="checkbox"/> Multi-agency Racial Harassment Group | <input type="checkbox"/> Community group/organisation |
| <input type="checkbox"/> Victim Support | <input type="checkbox"/> Citizens Advice Bureau |
| <input type="checkbox"/> Other (please state) | |

Report compiled by:

Date of report: