



Be the Best You Can Be...
Celebrate Success...
Respect Others...

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

Our children Take Care of:

Ourselves
Each Other
Learning
The Environment



Our children will flex the muscles of:

Resilience
Resourcefulness
Reflectiveness
Reciprocity

Equality Policy

We at Larkfields Juniors believe that all pupils and staff members should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We understand that a culture which promotes equality will create a positive learning environment and a shared sense of belonging for all who work, study and use the services of our school. We acknowledge that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

- To strive to provide a high quality education with a rich variety of experiences for all children, irrespective of race, gender, religion, disability and age, so that they can fulfil their potential.
- For equality, celebrating diversity and the promotion of British values to be embedded, as far as possible, in all areas of the curriculum
- For all children and adults to work hard to eradicate bullying and harassment in all its forms
- To raise the awareness of children so that they can recognise and challenge discrimination.
- To support and, if necessary, raise the self esteem of members of minority groups.
- Through this policy, and associated policies, we aim to facilitate an appreciation of diversity within the school community, local area, nationally and worldwide and an awareness and respect for different genders, cultures, faiths, backgrounds and lifestyle choices
- To operate sound practices of Equality when appointing and training staff.
- To appoint the most suitable candidate for employment or training irrespective of race, gender, religion, disability, age or sexual orientation. We aim to

prepare our children to be global citizens living and dealing with many controversial issues.

Core Values

At Larkfields we believe that it is important to:

- Be the Best You Can Be
- Celebrate Success
- Respect Others

We also work together as a school in support of our Take Care Charter. We work together to;

- Take Care of Ourselves
- Take Care of Each Other
- Take Care of Learning
- Take Care of the Environment

➤ Our Mission Statement:

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

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Our Values

- At Larkfields Junior 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 should be an 'openness' of atmosphere which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across the school and the wider community. These are regularly monitored;
- Physical access to the school is good and every effort is made to welcome visitors with a disability;

- Provision is made to cater for the spiritual needs of all the children through planning of assemblies and classroom / externally based activities.

Equality and diversity principles will run through all our day to day practices and are embedded in all our policies, such as:

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement and inclusion (linking to curriculum, participation etc.)
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Parental/carer involvement and working with the wider community and community cohesion
- Behaviour, discipline and exclusions (linking to PSHE Curriculum)
- Teaching styles and strategies
- Staff recruitment, retention and professional development

Food and dietary needs

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Responsibilities

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
- Providing leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
- Providing leadership and drive for the development and regular review of the school's policies
- That procedures and strategies related to the policy are implemented;
 - The governing body will have an overview on all 'hate incidents' which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents
 - Providing appropriate role models for staff, pupils, parents and all other stakeholders
 - Making sure the school complies with all current equality legislation
 - Making sure this policy and its procedures are followed

- Making sure that the school has up-to-date Equality Schemes and Action Plans

The Head Teacher and Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality
- Initiating and overseeing the development and regular review of equality policies and procedures
- Ensuring the effective communication of the policies to all pupils, staff and stakeholders
- 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;
- Taking appropriate action in response to any 'hate' incidents, discrimination or harassment
- Ensuring the school carries out its statutory duties effectively

All staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds any of the nine equality strands;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur
- Taking Care across the 4 areas.

Our parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

Visitors and contractors are responsible for: Knowing and following our policy

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equality and Diversity;
- Learning, Teaching and assessment;
- Behaviour discipline and exclusions;
- Induction;
- Teaching and Learning
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Visits and visitors.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. 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 in the various dimensions of equality of opportunity.

Breaches of the Policy

Complaints about the implementation of this policy or any infringement of it are to be dealt with in accordance with the school's Complaints Policy, Staff Code of Conduct, Behaviour and Disciplinary Procedures.

Availability

This policy is available to all staff on the school network and there is a hard copy in the staff room. There will also be a section on the school website for all policies.

Monitoring

It is our intention that a robust policy should be one that is visible in the day to day life of the school. Therefore, there a number of monitoring procedures outlined below that seek to ensure that the principles outlined above permeate through to the level of the children.

- Harassment

The school will monitor incidents of harassment and treat them separately to other behavioural issues. The findings of this monitoring will be reported on an annual basis in the Head Teacher's report to Governors. A specific form should be used for recording such incidents and also includes a flow chart of action to be taken. This shows how some children may meet more serious sanctions at a swifter rate if they perpetrate unacceptable harassment that challenges the school's stance on Equal Opportunities. All incidents will be dealt with calmly and sanctions will be used with

discretion taking into account a child's maturity, intellectual capacity and the frequency of the incidents.

We adopt the Stephen Lawrence definition of a racist incident to cover all forms of prejudice:

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

We take our obligations seriously and deal with such incidents accordingly.

- Attainment

As part of the school's ongoing monitoring of attainment, attention will be given to the relative performance of different groups within school. The comparative performance of boys and girls will be reported as well as that of different ethnic groups and those children classified as having a disability. Reference will also be made in Self Evaluation to the performance of groups of learners in terms of their contribution to the wider life of the school including improving attendance or achieving positions of responsibility, 'value added' achievements of pupils with a disability compared to their peers who do not have a disability, out of school club participation and sporting achievements. Achievements will be celebrated publicly alongside other achievements rather than separately.

- Behaviour

The exclusion and other behavior records will be analysed in light of the protected characteristics.

- Appointments

The school adopts an Equal Opportunities approach to appointments. It follows the checklist for appointments outlined in the Child Protection and Safeguarding policy and ensures that the most suitable candidates are appointed irrespective of race, gender, disability, age or sexual orientation. As part of the annual review of the appointment checklist, consideration will be given to the number of applications from members of different ethnic groups or people with disabilities.

- Training records

All staff contribute to a written record of training undertaken. This is monitored and any differences in the quantity and frequency of training received are reported to governors. Due consideration is given to the reasons why some differences might exist and whether any groups are being discriminated against.

Harassment Monitoring Form

Reported by _____

Date _____

| | | | |
|------------------------------------|--|-------------------------------|--|
| Name of Alleged perpetrator | | Name of Alleged Victim | |
| M/F | | M/F | |
| Ethnic Group | | Ethnic group | |
| Other (specify) | | Other (specify) | |
| Disability | | Disability | |
| Year group | | Year group | |

Type of Incident

| | | | | | |
|----------------------------|--|-------------------------------|--|------------------------|--|
| Race | | Assault | | Location | |
| Gender | | Comments & 'jokes' | | | |
| Disability | | Graffiti | | | |
| Age | | Name calling, insults | | | |
| Religion | | Threats | | | |
| Bullying | | Ridicule of culture | | | |
| Homophobia | | Discrimination | | | |
| Gender Reassignment | | Other (specify) | | Other (specify) | |

| | |
|----------------------------|---|
| Details of incident | Action taken (stage on flow chart) |
| | |

Stages for dealing with incidents of harassment - Flowchart

1

- Inform class teacher/head teacher
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during time out. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents
- Inform parents if appropriate

2

- All of stage 1
- And ..
- Removal of child from area where incident took place for limited period of time.
- Inform parents of situation

3

- All of stage 2
- And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely

4

- All of stage 3
- And ...
- Place on report for longer period
- Inform parents of problem in writing and invite them to attend formal meeting
- At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.

5

- All of stage 4
- And ...
- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried