

TEDDER CP SCHOOL

SCHOOL EQUALITY POLICY

1 INTRODUCTION

- 1.1 At our school we aim to develop considerate and tolerant children in a happy, caring environment. We are committed to giving all our children every opportunity to achieve their potential. With this ethos of achievement, we treat everyone equally and do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.
- 1.2 This policy reflects the general and specific duties on schools as detailed in The Equality Act 2010. This policy must be read in conjunction with other related school policies - Employment Equality Policy, Anti-bullying, and Special Educational Needs.
- 1.3 The Equality Act 2010 protects everyone from discrimination and harassment based on protected characteristics. The protected characteristics are:
- Disability.
 - Ethnicity and race.
 - Gender (sex).
 - Gender identity and reassignment.
 - Religion and belief.
 - Sexual orientation.
 - Age.
 - Pregnancy, maternity and breast feeding.
 - Marital Status or Civil Partnership.
- 1.4 We are committed to delivering our General Duty under the Equality Act 2010, which requires us to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 1.5 Additionally, we will meet our specific obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:
- Publish annually information quantitative and qualitative, showing compliance with the public-sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
 - To set every four years one or more specific measurable equality objectives that further the aims of the equality duty. These equality objectives will be included in the School Development Plan in order that are considered as part of our broader development of the school.

2 AIMS AND OBJECTIVES

2.1 In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which staff and pupils feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling discrimination through communication with parents, our choices of teaching aids and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- making pupils and staff confident to challenge discriminatory and aggressive behaviour.

3 TEACHING AND LEARNING

3.1 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 equality of access for all pupils and prepare them for life in a diverse society;
- include collaborative learning so that pupils appreciate the value of working together;
- use materials that reflect a range of cultural backgrounds, provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and the setting of challenging targets;
- make best use of all available resources to support the learning of all groups of pupils;
- promote attitudes and values that will challenge discriminatory behaviour.

4 TACKLING HARASSMENT

4.1 Any incident of harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the protected characteristics of a pupil or staff member. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim that action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher and inform her of the action taken;
- inform both sets of parents, if appropriate

4.2 The diversity of our society is addressed through our schemes of work that reflect the programmes of study in the National Curriculum. We encourage a positive atmosphere of mutual respect and trust between pupils from different groups within our society.

4.3 All discriminatory incidents are now recorded and reported to the governing body by the head teacher.

5 PASTORAL CARE

5.1 The school will provide support for any pupil who experiences discriminatory behaviour or harassment, involving external agencies where appropriate.

5.2 Any pastoral support takes into account religious and ethnic differences, and the experiences and needs of particular groups of children.

6 ADMISSIONS AND ATTENDANCE

6.1 The main criteria for admissions is parental choice, and that choice is open to all.

6.2 Provision will be made for leave of absence for religious observance, for both pupils and staff.

7 POLICY IMPACT

7.1 This policy was drawn up with the support of teachers, support staff, and members of the governing body.

7.2 We have a rolling programme for reviewing our school policies. We review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents with different characteristics. We pay particular attention to the impact that our policies have on the attainment of pupils who possess different protected characteristics.

7.3 When policies are reviewed in future, governors will ensure that due regard is given to the promotion of equality within each policy.

7.4 We make regular assessments of all pupils' learning and use this information to track all pupils' progress as they move through the school. 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 necessary improvements.

This policy was approved by the governing body at the meeting in November 2017 will be reviewed every 4 years.

Next Review NOVEMBER 2021