



Equality Policy

Introduction

At Tany's Dell Primary School we aim to provide a happy, safe, caring environment that promotes quality and excellence for all; enabling every child and to achieve their fullest potential in all aspects of their development. We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups and are committed to the promotion of equality of opportunity for all, regardless of age, disability, gender, marital or mat/paternal status, race or background, cultural/religious belief, sex or sexual orientation. This applies to all individuals associated with our school community: pupils, staff, governors, parents and community members. We understand that the term 'equality' does not mean treating everyone the same, but rather giving equal opportunities to all, whilst recognising and celebrating difference and diversity and valuing individuality.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances and believe in actively promoting equality of opportunity in every aspect of school life. In view of this, the achievement and attainment of pupils is monitored by race, gender and disability and socio-economic background. The data is used to support all pupils, raise standards, narrow attainment gaps and ensure inclusive teaching.

The School is committed to challenging attitudes that promote discrimination of any kind. We welcome our general duty under the Equality Act 2010 to eliminate discrimination and advance equality of opportunity for all by ensuring that no-one experiences harassment, less favourable treatment or discrimination of any kind. We tackle discrimination by promoting equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and engage with the school.

Mission Statement:

Ready to learn every day

Expand and challenge your mind

Aim high

Creative thinking

Have Pride

for the

Stay safe and happy

Trust and be honest

Accept and respect

Remember your responsibilities

See yourself as a **STAR** !



Equality and the Law:

Race Equality

This section of the policy reflects the general and specific duties of the schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000 and the Equality Duty 2010.

The General Race Equality Duty requires the School to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

To this end, the School will assess and monitor the impact of policies on pupils, staff and parents by ethnicity, with a particular focus of the attainment of pupils in minority ethnic groups.

Disability Equality

This section of the policy should be read in conjunction with the School's Special Educational Needs Policy.

A disability – under the Equality Act 2010 – is defined as, 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

The Disability Discrimination Act 2005 (DDA) placed a general duty on schools, requiring them to have due regard to the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled persons
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Gender Equality

The General Equality Duty 2006 placed a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. To this end the School actively seeks to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between males and females

Sexual Orientation

Tany's Dell Primary School will not discriminate against a person on the grounds of sexual orientation.

Religious Belief

Tany's Dell Primary School will not discriminate against a person on the grounds of religion or religious belief. We respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observances and practice.

What is a discriminatory incident?

Harassment on grounds of race, gender, cultural and/or religious beliefs, 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.

Tackling discrimination:

Harassment on account of race, gender, cultural and/or religious beliefs, disability or sexual orientation is unacceptable and is not tolerated within the school environment. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present and are reported to the Head Teacher.

Aims :

The over-riding aim of the School's Equality Policy is to provide a framework for the School to pursue its equality duties to eliminate unlawful discrimination and harassment of any kind, promote equality of opportunity for all and foster good relationships and positive attitudes between people of diverse backgrounds across all aspects of school life.

We aim to achieve this by:

- Maintaining a positive school ethos which embraces equality of opportunity for all individuals: namely pupils, staff, governors, parents and members of the wider community.
- Ensuring that everyone connected with the school is treated fairly with respect and feels valued and secure in the school environment.
- Providing a safe, secure and stimulating working environment, that promotes mutual respect and acceptance of all, whilst recognising and valuing differences between people.
- Nurturing the development of the 'whole child'; fostering personal, social and emotional development alongside academic attainment, to ensure that all children are enabled to achieve their fullest potential.
- Valuing individuals, recognising, developing and promoting their unique abilities and skills, thereby fostering self-confidence and self-esteem.
- Enabling every pupil to access a broad and balanced curriculum, regardless of their age, ability, gender, race, culture or social background; promoting the acquisition of basic skills as a pre-requisite to successful learning.
- Actively removing barriers to learning and participation that may potentially hinder or exclude individuals or groups of learners, providing additional support or making adaptations as appropriate, so as to narrow gaps in attainment between groups of pupils.
- Promoting attitudes and values that will challenge discriminatory behaviour or prejudice and stereotyping; creating a learning community where pupils and adults are well prepared for life in a diverse society and as global citizens in an increasingly interdependent world.
- Promoting fundamental British values, including awareness of human rights and how to apply and defend them.
- Providing opportunities in school for children to appreciate their own culture and value the diversity of other cultures.
- Ensuring all children are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in assemblies, productions, Tutor Groups, team events etc.
- Actively promoting and respecting the pupil voice, alongside the ideas and opinions of other stakeholders; consulting and involving different groups of people in decision making.
- Providing equal opportunities for professional development for all members of the staff team.
- Ensuring that information and materials for parents/carers and members of the local community are accessible in user-friendly language and endeavouring to meet all reasonable requests for information and materials to be made available in different languages and formats.

Objectives:

We achieve our aims by:

- Providing positive role models for pupils
- Engaging with all parents to support their child's education
- Encouraging, supporting and enabling all members of the school community to reach their full potential in all aspects of their development.
- Insisting on high expectations for all, in terms of achievement, attainment and behaviour.
- Planning and delivering differentiated lessons that take account of pupils' varied abilities, learning styles and individual needs, to enable all children to make expected, or better than expected progress.
- Deploying learning support staff effectively to facilitate equal access to a broad, balanced curriculum that is appropriately differentiated for all children.
- Providing opportunities for pupils to identify and challenge discrimination and stereotypes through R.E. SMSC, assemblies, etc.
- Encouraging classroom and staffroom discussion of equality issues, reflecting on social stereotypes, expectations and the impact on learning.
- Openly challenging discriminatory and stereotypical incidents, comments and behaviours.

- Using resources and materials that reflect the diversity of the school population and society in terms of race, gender and disability, without stereotyping.
- Utilising and celebrating work from children of all abilities in class and school displays and during class assemblies.
- Ensuring that disabled children take part in all aspects of school life, e.g. school visits, lunchtime activities, P.E. assemblies, etc.
- Providing opportunities for pupils to develop their ability to empathise from an early age, thereby promoting a positive perception of people as valued individuals.
- Dealing swiftly and effectively with any incidents of ridicule or abuse, following agreed guidance.
- Providing opportunities for members of the school community to interact with people from different backgrounds and build positive relationships, by linking with other schools and community groups, e.g. through musical and sporting activities, being an active partner in the Harlow Education Consortium, supporting local and national charities, etc.

Teaching and Learning:

All staff have high expectations of every pupil, regardless of their age, ability, gender, race or background. The school's Mission Statement, Teaching and Learning and Behaviour policies underpin all aspects of children's learning and behaviour and are applied equitably to ensure consistency of approach, which promotes a positive ethos within school.

Teachers ensure that all pupils within their classes/groups have equal access to a broad and balanced curriculum, by utilising a range of teaching and learning styles and through the development of a stimulating learning environment which is accessible to all. Pupils are given opportunities to work within a whole class setting, in small groups and with a partner so that they appreciate the value of working together and learn to respect other people – their ideas, opinions, values and abilities. Resources are regularly reviewed to ensure that they fulfil our commitment to equal opportunities.

Learning is planned to meet the needs of individual pupils, as are the resources used. Additional support is utilised to enable learners to maximise their potential and maintain full access to the curriculum. Opportunities are planned for and exploited in all curriculum areas - including the hidden curriculum - to identify and challenge discrimination and stereotypes and to respect and value all individuals, regardless of age, ability, gender, race and background. Children are taught to respect and value each other; understand and accept differences of opinion; recognise basic human rights and take shared responsibility for upholding and defending them (at an age appropriate level). The curriculum ensures that all children develop the skills of effective communication and co-operation that will enable them to become positive and productive citizens of the future. They are taught about fundamental British values including respect, tolerance, democracy, individual liberty and the close relationship between rules, rights and responsibilities.

Displays are an integral part of creating a stimulating learning environment where all children feel valued. Every child has the opportunity to have their work celebrated and displayed, regardless of age, ability, disability, gender, cultural and/or religious beliefs, race and background. In light of our commitment to equal opportunities, displays will be representative of the wide range of groups within our community and the wider world.

Extra-curricular Activities:

The extra-curricular activities made available during lunchtimes and after school are offered to children on an age-appropriate basis, regardless of ability, gender, cultural or religious beliefs, race, culture and background.

Equal Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of training and employment. All staff appointments and promotions are made on the basis of merit and ability in compliance with the law. Professional development opportunities

are available to all staff, according to their identified needs and aspirations. Awareness of equal opportunities and staff effectiveness in dealing with related issues are directly addressed, as appropriate, through: staff meetings, INSET, staff training or with individual members of staff through the performance management process.

Responsibility for policy and procedure:

It is the responsibility of every member of our school community to ensure that our commitment to equal opportunities is actively and consistently reflected in our practice. We systematically monitor, evaluate and review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals, both pupils and staff.

Role of the Governing Body:

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years and review them annually;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010

Role of the Nominated Governor:

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body annually;
- annually report to the Governing Body on the success and development of this policy

Role of the Headteacher and Senior Leadership Team:

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;

- provide leadership and vision in respect of equality inclusion and community cohesion;
- recording and dealing with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- record and address all racial incidents;
- provide guidance, support and training to all staff;
- annually report to the Governing Body on the success and development of this policy

Role of School Staff:

School staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- Strive to utilise resources and learning materials that provide positive images based on race, gender and disability; challenging stereotypical images.
- Deal with any incidents of prejudice, including racism and homophobia, discrimination or stereotyping that occur; reporting incidents to the Head Teacher.
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils' work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Role of Pupils:

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the Children's Committee;
- take part in questionnaires and surveys

Parents/carers, supply staff, volunteers, visitors and contractors are expected to be aware of and comply with the school's Equality Policy.

Monitoring, Evaluation and Review of this policy:

We monitor the impact of all policies, including our Equality Policy, on pupils, staff and parents/carers. In particular, we monitor the impact of our policies on the attainment levels of pupils from different groups by collecting information about pupils' performance and progress by age, ability, gender, race and background and using it to examine patterns and trends which inform future planning.

Our commitment to equal opportunities applies to all school policies. Copies of all school policies, including the Equality Policy, are available to download from the school website. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats.

This policy will be reviewed every three years or sooner in light of any relevant legislative changes.

Headteacher:		Date:	
Nominated Governor:		Date:	