



# ALDINGBOURNE PRIMARY SCHOOL EQUALITY POLICY

## Document Change History.

Version no	Date	Change made by	Brief details of change
1.0	04.10.2017		<i>New Document produced</i>
1.1	06.05.2021	Bursar	Document Change History added. Wording amended on page 1. Date amended on page 2,10 and 13. Footer added
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## Document Review History.

Review Date	Reviewed by	Comments
05.05.21	Curriculum Governors	Policy approved with amendments made as above.

## Values and Aims

Inclusion at Aldingbourne Primary School provides equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists.

This is a whole-school policy - equality applies to all members of the school community, pupils, staff, governors, parents and community members.

Aldingbourne Primary School aims to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school over the next 4 years will make steps to:

- promote equality of opportunity and access;
- promote racial equality and good race relations;
- oppose and eliminate all forms of prejudice, discrimination, harassment and victimisation.
- ensure all pupils with a disability have access to the School buildings and to the curriculum.
- Foster good relations between people from different groups.

This policy is supported by our PSHCE scheme of work and we recognise the importance of Safeguarding vigilance for vulnerable groups such as the disabled and EAL pupils.

Feeling and being safe is a requirement for cohesiveness and confidence and self-esteem for all.

## **Leadership and Management**

The Governing Body and leadership team aim to create a clear ethos which:

- reflects our commitment to equality for all members of the school community;
- promotes positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion, and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of parents and pupils.

We will monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community. The policy will be available for staff, governors, pupils, parents and the school community.

## **Responsibilities**

All who work in the School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

## **Our Governors are responsible for:**

- making sure the school complies with the The Equality Act 2010 making sure this policy and its procedures are followed.

## **The Headteacher is responsible for:**

- making sure the policy is readily available and that the Governors, staff, pupils and their parents/carers know about it;
- making sure its procedures are followed;
- producing regular information for staff and Governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination.

## **All our staff are responsible for:**

- dealing with racist incidents, and being able to recognise and tackle bias and stereotyping;
- promote equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, religion, ethnic or national origins, gender or disability, or socio-economic circumstances;
- keeping up to date with the law on discrimination and taking training and learning opportunities.

## **Visitors and contractors are responsible for:**

- knowing and following our Equality Policy Statement.

Responsibility for overseeing equality practices in the School lies with a named member of staff (the Headteachers) and a Governor.

Responsibilities include:

- coordinating work on equality issues;
- dealing with reports of harassment, discrimination and unfair treatment

## **Promoting equality and Managing Diversity**

### **Staffing - employment and training**

The School adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and West Sussex County Council guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the School and ensure recruitment and selection procedures are monitored.

Equality and diversity issues are reflected in our School's employment practices.

Everyone associated with the School is informed of the contents of the policy. All staff and visitors must support the ethos of the School, promoting equality and challenging bias and stereotyping wherever it is observed.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including teaching assistants and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular CPD activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

## Curriculum, Assessment, Pupil Achievement and Progress

Aldingbourne Primary School expects the highest possible standards and provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. A range of methods and strategies are used to assess pupil progress. Assessments are analysed for gender, culture and social issues, taking into account access issues. We will analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

All pupils participate in the mainstream curriculum of the School. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs and disabilities (SEND)
- pupils who are in care (LAC);pupils with CAFs/ home issues
- pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of pupils.

Tracking of identified pupil groups is established.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues

related to life at school, for example their progress, appropriate to their developmental level.

Extra-curricular activities and special events, e.g. School productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## **Teaching and Learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are regularly reviewed to ensure that they reflect the inclusive ethos of the school.

## **School Ethos**

Aldingbourne School opposes all forms of racism, prejudice and discrimination. We actively promote good personal and community relations and recognise diversity as having a positive role to play within the School.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant School policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters. We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of pupils.

## **Behaviour, Discipline and Exclusion**

Aldingbourne School expects high standards of behaviour from all pupils, appropriate for their developmental level.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our School takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This School will take reasonable steps to prevent exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community language or large print.

## **Personal Development and Pastoral Care**

Our pastoral care takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The School would provide appropriate support if pupils had English as an additional language.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying are given support using external agencies, where appropriate. The perpetrators are dealt with in line with School policy and are provided with relevant support to consider and modify their behaviour.

## **Admissions**

Steps are taken to ensure the School's admission process is fair and equitable to all pupils. This School will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is gathered in the Admission Form and preliminary visit to School.

## **Attendance**

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The School fully supports children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We would expect full time attendance of all registered pupils.

## **Partnership with Parents and the Community**

Information and meetings are made accessible for all. Progress reports to parents are clearly written and free from as much jargon as possible to encourage parents to participate in their child's education. If necessary we would take steps to make the information accessible in other languages or formats for parents.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This School encourages participation of under represented groups in areas of employment, e.g. through work experience placements.

Informal events are designed to include the whole community. This School works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The School's premises and facilities are equally available and accessible for use by all groups within the community.

## **Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays.

## Race Equality

The School is fully committed to meeting its obligations under the Race Relations Amendment Act 2000, which was incorporated into the Equality Act 2010, and this is reflected in the policy statements.

To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable;
- respect and value differences between people;
- prepare pupils for life in a diverse society;
- make the school a place where everyone, taking account of race, colour, ethnic or natural origin, feels welcomed and valued;
- promote good relations between different racial and cultural groups within school and within the wider community;
- ensure that an inclusive ethos is established and maintained;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, racial prejudice and racial harassment;
- be proactive in tackling and eliminating unlawful discrimination.

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will include an explicit statement on equality.

Ethnic data is used to monitor areas of school life. Any pattern of inequality we find would be used to inform future planning so that we can eliminate racial discrimination.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to equality.

Racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents, Governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

## **Disability, Accessibility and Inclusion**

The aim of our School is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability. Our School believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

The Governing Body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non-disabled pupils;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to develop the Disability Equality Scheme.
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## **Staff Training**

The Governing Body will take steps to ensure that employees and those working with the authority of the School are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the School have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

## **Meeting the School's Anticipatory Duties**

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring that providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the School is in a position to administer medicine if required;
- ensuring there are special arrangements in place for disabled pupils who are taking examinations;
- ensuring our policies and procedures for bullying cover issues of disability;
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them;
- ensure that staff are briefed on the Codes of Practice for the Equality Act 2016
- We will take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:
- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability;
- asking parents when they visit the school during the admission process about the existence of a disability;
- providing continuing opportunities to share information;
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

## **Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other School policies are dealt with, as determined by the Headteachers and Governing Body.

## **Monitoring and Review**

This policy will be regularly monitored and reviewed by staff and Governors.

Policy created	Oct 2017
Last reviewed	05 May 2021
To be reviewed	5 yearly