



EQUALITIES POLICY

Adopted: February 2017

Approved by: Governors

Date of Next Review: February 2018

Signed:

(Chair of Governors/Committee)

Introduction

Coldfair Green Primary School believes that every child and young person has the right to an education free from discrimination, prejudice and bullying of all types; that all members of the school community, parents, staff, governors, pupils and visitors, should be treated with respect and not subject to discrimination, prejudice or stereotyping, and that schools are a safe place for all children and adults in the school community.

This policy supports Suffolk County Council's and all schools' and academies' duties under the Equality Act 2010, namely to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Our vision is that every child, young person and adult in Suffolk can belong to a school community free of fear, harassment and intimidation; a community which shares and celebrates positive values of mutual care, responsibility and respect. We want all children and young people to feel protected and supported to achieve that of which they are capable.

Protected Characteristics

- Disability
- Gender reassignment (gender identity)
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Age
- Sexual orientation
- People are also protected from discrimination on grounds of marriage and civil partnership at work

Underlying Principles

All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination, our aim is not just to respond appropriately to incidents as they happen, but to ensure that any impact on the victim is minimal and further incidents do not occur in the future.

Each prejudice-related incident holds unique and distinctive features, which need to be considered.

It is important to note, that it is the behaviour that is disapproved of and not the perpetrator(s).

- Prejudice-related bullying prevents children from learning and could be a significant barrier to their achievement
- Prejudice-related bullying impacts on social and emotional well-being
- Strategies for dealing with discrimination are linked to our behaviour and anti-bullying policy
- The Governing Body in consultation with the Head Teacher is responsible for setting the direction in respect of PRIs and for agreeing the schools PRI policy (Prejudice related incidents)
- All staff, pupils, parents and carers are aware of the policy and procedures for dealing with prejudice-related incidents
- All allegations of prejudice-related incidents are taken seriously and investigated thoroughly

- Coldfair Green Primary School keeps parents, carers and victims informed during an investigation and advises them of any action that is taken. This is discussed sensitively with the child or young person beforehand
- All prejudice-related incidents are recorded and held on file in the school. Incidents are monitored by the designated member of staff and Governors

Responsibility

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The Head Teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed; making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- 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, including racist bullying, homophobic bullying and bullying related to gender or disability.
- dealing with reports of hate-incidents

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunity

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- Avoiding and challenging stereo-typing

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At Coldfair Green Primary 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;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- We celebrate the diverse nature of our school community and recognise the benefits that this brings to pupils' learning;
- The children greet visitors to the school with politeness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through, for example, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is informally monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents (see Anti Bullying Policy) and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Coldfair Green Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will happen each time a policy is reviewed and will involve sampling the views of different groups. An equality impact assessment will be undertaken alongside this process and the main findings will be published for the school community.

Acknowledgment:

This document has been developed drawing on the good practice of the Equalities Network and Newham Local Authority.

Equality Objectives for period September 2017 – September 2018

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
Reduce the gap between boys and girls attainment	<p>Modify planning and provision in order to meet all children's needs and interests.</p> <p>Introduce more personalised interventions</p>	All staff Class Teachers, Head Teacher, SENCo	Monitored every half term	Use data presented at pupil progress meetings and tracking assessments on Pupil Asset
Ensure that all groups of pupils make outstanding progress	<p>Modify planning and provision in order to meet all children's needs and interests.</p> <p>Introduce more specific interventions for Literacy and Numeracy.</p> <p>Any pupil not expecting to make at least good progress to have an IEP</p>	All staff Class Teachers, Head Teacher, SENCo	Monitored every half term	Use data presented at pupil progress meetings and tracking assessments on Pupil Asset
Ensure there continue to be a number of multicultural opportunities available in the new curriculum.	<p>The new long term plan to include multicultural (MC) opportunities and texts.</p> <p>Purchase resources</p> <p>Head to review planning</p>	All staff	Sept 2017	New Curriculum clearly identifies opportunities for developing multicultural links.
To encourage a wider range of people from different community groups to support the learning in the school	<p>To invite a wider range of people with different religious beliefs to support the learning.</p> <p>To further develop our international links and our use of ICT to support the learning in the classroom.</p> <p>Use of assemblies and PSHE lessons to explore what is happening in the news / current world events giving rise to inequalities</p>	<p>Led by the Lead Senior Teacher</p> <p>All staff</p>	June 2017	<p>Increased number of people from a wider range of community groups supporting the learning.</p> <p>Children develop a broader understanding of global inequalities, rights and responsibilities.</p>

Glossary

A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity based bullying').

Hate Crime is any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on the Protected Characteristics of the Equality Act.

Victim is a person who perceives that they have suffered as a result of an action or negative attitudes of someone else or of people in general (Macmillian Dictionary).

Perpetrator is a person who has committed an offence or crime (with evidence) against another person or group.

Verbal (Name-Calling, Taunting, Mocking) This covers name-calling, insults, threats and prejudice-related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of gay to mean stupid. Staff challenge the derogatory use of the word gay in this way.

Written This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places such as walls, desks, and toilets.

Physical

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will.

Extortion

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.

Taking of or damage to possessions

This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a pupil's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.

Deliberately excluding

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

Incitement

This includes spreading rumours, encouraging others to participate, wearing of specific badges or T-shirts, carrying slogans, bringing discriminatory literature into school or attempting to recruit others to organisations and groups that promote any form of prejudice.

Spreading rumours

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt to those named in the rumours.

Cyber (email, internet, text)

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and social media, deliberately to upset someone else. (As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both 'Spreading rumours' and 'Cyber.'

Mate Crime

The exploitation, abuse or theft from any vulnerable person by those they consider to be their friend.