



FRIEZLAND PRIMARY SCHOOL
Equalities Policy

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Introduction

This policy outlines the commitment of the staff and Governors of Friezland Primary School to ensure that equality of opportunity is available to all members of the school community for our school. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/Carers
- Governors
- Multi-agency staff linked to school i.e. AEN services staff, school improvement services
- staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Friezland Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Our Aims and Principles

We are committed to valuing the individuality of all our pupils and to giving all pupils every opportunity to achieve the highest of standards. This is underpinned by our mission statement, 'A family committed to making a difference.'

Within this ethos of achievement:

- We will develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world;
- By Achieving excellence through collaboration and exploration;
- By Providing a diverse and inclusive learning community where uniqueness is celebrated and through which children, families, staff and Governors work in partnership to nurture, grow and unlock every child's potential;
- Knowing each child well to make sure that they feel valued, encouraging their self-esteem and confidence to grow;
- Educating to the highest standards and developing skills for life through ensuring exciting, challenging and stimulating experiences within and beyond the classroom, to maximise achievement and success;
- Developing curiosity and the courage to think critically and ambitiously;

- Exploring and investigating independence and interdependently;
- Encouraging a life-long love of learning which is exemplified by children who enjoy challenge and are motivated to take risks;
- Facilitating a programme of enrichment to build confidence and promote new interests, teamwork, leadership skills friendships and fun.
- We do not tolerate bullying and harassment of any kind.
- We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all.
- We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.
- We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.
- We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.
- Being a Community School, we actively promote and encourage community involvement and lifelong learning.
- Our school admissions policy is equally open to pupils of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

School Profile

Friezland Primary School has 108 pupils, divided into 4 classes. Most pupils are of white British ethnic origin and speak English as a first language, with approximately 3% of pupils from minority ethnic groups. Around 10% of pupils have Special Educational Needs and Disabilities.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in our school and due regard is given to the promotion of all aspects of equality within school. The person responsible for co-ordinating the monitoring and evaluation is the Headteacher.

She will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with governors.
- Supporting positively the evaluation activities that moderate the impact and success of the policy.

We will regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities

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 order to make the necessary improvements.

Promoting Equality through the Curriculum

Teaching and Learning

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 quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;

- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background at our school. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEND policy and Accessibility Plan);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Friezland Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Ethos and Atmosphere

At Friezland School:

- We work hard to ensure that there is mutual respect between all members of the school community and promote an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.

- The displays around the school are interesting, informative and reflect diversity across all aspects of equality of opportunity.
- We are committed to making all reasonable adjustments to ensure access to school for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority.

We try to ensure that these resources:

- Reflect “the reality of an ethnically, culturally and sexual diverse society;”
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Are equally accessible to all members of the school community consistent with health and safety
- Do not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important for all members of the school community to use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

Extra-Curricular Provision

- It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.
- We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (e.g. sports coach) by providing them with guidelines drawn from this policy.
- We try to ensure that all such non staff members who have contact with children adhere to these guidelines and are DBS checked.

Provision for Bilingual Pupils

We undertake at Friezland Primary School to make appropriate provision for all EAL/bilingual children/groups who enter our school, to ensure access to the whole curriculum and seek advice from the LA, as appropriate. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as SEND, Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

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.

Staff Recruitment and Professional Development

- Posts are advertised formally and open to the widest pool of applicants;
- Those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is open to all staff;
- Equalities policies and practices are covered in staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- The school has a clear, agreed procedure for dealing with incidents such as these, including those taking place on social media platforms.

Anti-racism

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have. We keep a record of any racist incidents.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Drawing on members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. family assemblies, school fair, harvest festival etc;

Responsibility for the Policy

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 are 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;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and the Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- 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 racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending relevant training events as appropriate.

We ensure that our commitment to equality permeate the full range of our policies and practices, including:

Equal opportunities;

- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

The Measurement of Impact of the Policy

Policies and practices will be evaluated and monitored for their impact on pupils, staff, parents and carers from the different groups that make up our school.