



Hatherop C of E Primary School

Equality Policy

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

Introduction

This policy statement outlines the commitment of the staff and Governors of Hatherop C of E Primary School to ensure that equality of opportunity is available to all members of the school community. These include: Pupils, Teaching staff, Non-teaching staff, Parents, Governors, Visitors to the school, Students on placement.

Equality should permeate all aspects of school life and is the responsibility of every member of the school community.

This policy should be read in conjunction with the Equality Act 2010: advice for schools, published in June 2014.

The meaning of Equality of Opportunity at Hatherop C of E Primary School

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: Ethnicity, Gender, Social circumstances, Ability, Disability, Religion, Age, Marital status, Sexual Orientation, Nationality/citizenship/race including Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups.

Values

Our twelve Christian values underpin the life of the whole school community. Those particularly pertinent to Equality are:

Courage: children are encouraged to become courageous advocates and have the confidence to become agents of change

Encouragement: all members of the school community seek to encourage and support each other

Friendship: all members of the school community are encouraged to be friendly

Trust: we recognise that trust is the basis of all equal relationships

Respect: we expect members of the school community to be respectful to one another

Planning and Implementation of Equality of Opportunity

Ethos and Atmosphere

- At Hatherop C of E 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.
- There should be an open 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 of high quality and reflect diversity across all aspects of equality of opportunity.

- Provision is made to cater for the spiritual needs of all the children through planning of both worship and classroom activities.
- Planning reflects commitment to equality of opportunity in all subject areas.
- Issues and topics will be addressed through: worship, R.E., history, geography, art, architecture, music and dance of other cultures, drama and fiction, PSHE, Sex and relationships education, celebrating festivals from diverse faiths.
- The children should be encouraged to appreciate the important contribution immigrants and their descendants have made to Britain.

Learning Environment

- We aim to provide a wide variety of resources. Many are kept in central areas easily accessible to staff and pupils.
- The quality of these resources is under constant review and they are replaced, where possible, according to priority subject areas of the SDP. All resources, particularly books are regularly assessed to ensure that those containing inappropriate images and texts are eliminated. (Refer also to notes under Resources and Materials)
- There is a consistently high expectation of all pupils regardless of age, gender, ability, ethnicity or social circumstances. 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.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Extensive planning and careful differentiation of work throughout the school ensures equality of opportunity for all pupils.
- There are positive images reflecting gender, ethnicity and special needs around the school in displays and in resources used by the pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- In Hatherop C of E Primary School, as it is a small school, links with the wider community are particularly important and our planning aims to ensure that pupils are given relevant experience each term, which links with their area of study.
- The school places a very high priority on meeting all pupils' learning needs including the more able and the less able by carefully assessed and administered programmes of work. (see SEN policy)
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Resources and Materials

The provision of good quality resources and materials within Hatherop C of E Primary School is a high priority. These resources should:

- reflect the diverse society we live in
- reflect a variety of viewpoints
- show positive images of males and females in society
- show positive images of disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equality issues
- be equally accessible to all members of school community consistent with health and safety

- not include explicitly and implicitly racist or sexist materials

Resources include:

- books - fiction and non-fiction
- music
- R.E. resources
- visits to places of worship
- visitors
- websites

Language

We recognise that it is important at Hatherop C of E Primary school that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- introduces the children to specific vocabulary for the purpose of discussions

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

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bilingual pupils

We undertake at Hatherop C of E Primary School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- pupils who have English as an additional language
- pupils who are truly bilingual

While there is a need for pupils to learn to communicate in Standard English, we believe that their home language should be celebrated and respected.

Staffing and Staff Development

We are bound by the legal requirements Public Sector Equality Duty July 2012, the GCC's Fairness and Diversity in Employment Policy August 2011 and The Equality Act 2010 (Specific Duties) Regulations 2011.

Harassment

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 or character.

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and the Gloucestershire document on Racial Harassment in Education - Good Practice Guide for Schools).

Parents and the Wider Community

A copy of this policy is available to all parents who request it.

Who is responsible?

The governors are responsible for:

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

The head teacher is responsible for:

- making sure the school Equality Policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working;
- making sure all staff know their responsibilities and where necessary, receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including bullying related to Ethnicity, Gender, Social circumstances, Ability, Disability, Religion, Age, Marital status, Nationality/citizenship, Sexual Orientation

All staff are responsible for:

- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities
- avoiding discrimination against anyone for reasons of disability
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Policy reviewed by Curriculum committee February 2019 and approved by Full Governing Board in March 2019.

Date of next review is March 2022.