



Princess May  
Primary School

# Single Equalities Policy

## **Rationale**

The Equality Act 2010 – which enters law in April 2011 - enshrines the values and ethos of Princess May Primary School in relation to ending all forms of discrimination based on race, age, sexual identity, disability, religion, gender and social-economic criteria.

This core principle is a fundamental tenant of the purpose of the school and we seek through education and personal, emotional and social development to aid the children under our care and guidance to approach all members of the community (local, national and international) with a deep rooted ethical respect that comes from fostering a profound understanding of the diversity that exists within the world and how they can contribute to ensuring that all people are treated equally.

The equality act allows us to put forth this core value for all staff, governors, parents and children to fully understand.

## **Purpose**

The purpose of this policy document is to clarify the beliefs, principles, actions and outcomes that we seek to achieve through our strong commitment to supporting an ending of all discrimination.

This document will consider several areas that are important to tackling the ending of discrimination:

- Teaching, learning and the curriculum
- Staff
- Stakeholders
- Roles and responsibilities
- Data collection
- Clarification of discrimination

Through these areas the procedures and requirements to meet the Equality Act 2010 will be highlighted and our self-evaluation will be in line with these in order to ensure that the school is not only meeting, but exceeding its statutory requirements to tackle discriminatory behaviour and attitudes within the local community.

## **Teaching, Learning and the curriculum**

All children have a right to access the school curriculum to their fullest potential and should not be hampered by physical or mental disability, race, gender or religious beliefs from doing so.

Teaching strategies within the school should reflect this inclusive ethos and all children should be catered for when accessing the curriculum this should be done through supportive approaches that understands the child's needs and abilities.

All children should be allowed to experience the intrinsic pleasure of learning and this should not be denied to them through teaching practices that ensure full access to the curriculum acknowledging ethnic, cultural, physical and learning differences.

We aim to achieve this through an approach that encompasses and enshrines the following principles:

1. Use of the curriculum and phase assemblies to promote attitudes and values that will challenge any form of discriminatory behaviour.
2. Monitor achievement and progress using contextual data that will help us to improve the ways in which we provide support to children.
3. Using contextual data to monitor achievement based on ethnicity, gender and disability and close any progress gaps that emerge.
4. Ensure that the curriculum is accessible to all pupils through rigorous moderation of planning; use of lesson observation and work scrutiny to ensure all children have equality of opportunity to reach their fullest potential.
5. Ensuring that all teachers have the highest expectations of all pupils leading to a challenging and engaging learning experience that motivate all children to achieve to their fullest potential.
6. Using curriculum opportunities and assemblies to prepare children for life in a diverse society.
7. Using opportunities to challenge stereotypes and promote a positive culture that challenges discrimination in all its forms.
8. Providing a curriculum that is reflective of the children's needs and aspirations.

We will also ensure that admissions are open and transparent and do not discriminate against individuals on grounds of ethnicity, gender, socio-economic background or disability. We will further support this transparency by ensuring that all exclusions follow the school behaviour policy while monitoring to ensure that no discrepancies based on ethnicity, gender, socio-economic background or disability appear – and if so that these are tackled immediately.

### **Equal Opportunities for Staff**

Princess May Primary School is strongly committed to the principles of equal opportunities and the monitoring and promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions should be made on the basis of merit and ability that reflects the law and our obligations as an employer. Through this positive approach we will seek to reflect the diverse community that we serve.

As an employer we need to ensure that we eradicate all forms of discrimination and harassment in our employment practice and actively promote equality of opportunity for all members of staff. As an educational organisation we must act to ensure that no individual is discriminated against in respect to their ethnic heritage, religious beliefs, sexual orientation, gender or gender reassignment or disability. This principle should be

practiced when appointing staff and promoting staff from within the organisation – i.e. moving onto a TLR or moving from main scale to upper pay scale, or non-teaching staff moving up the pay spine in relation to new duties.

In line with the Equality Act we will not enquire about the health of an applicant until an offer of employment has been made. We will make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

We will ensure that all staff understands the role they must play in tackling negative stereotyping and ensuring that we as an organisation follow a non-discriminatory ethos.

### **Stakeholders**

By the term stakeholders we mean members of the community who use the services (children and parents), staff members and Governors. This policy will apply to all stakeholders and ensure that the statutory obligations of the organisation are met in line with the Equalities Act (2006 and 2011), The Disability Discrimination Act (2006), Equal pay Act (1970), Sex Discrimination Act (1975) and the Race Relations Amended Act (2000). We will ensure that these obligations are met through the following:

1. We will promote equality of opportunity that does not discriminate against ethnic heritage, gender, age, disability, religion or sexual orientation.
2. Eliminate harassment against all stakeholders within the school and premises based on ethnic heritage, gender, age, disability, religion or sexual orientation.
3. Promote positive attitudes all people and tackle negative stereotyping of people based on ethnic heritage, gender, age, disability, religion or sexual orientation.
4. Take active measures to investigate, report and act on incidents involving stakeholders within the school premises that could be interpreted as acting contrary to legislation that is aimed at protecting all people from physical assault, verbal abuse and theft of property based on their ethnic heritage, gender, age, disability, religion or sexual orientation.
5. Collect and analyse school data based on incidents of discrimination or threatening behaviour toward others based on their ethnic heritage, gender, age, disability, religion or sexual orientation and work toward preventing such incidents occurring again.
6. Have all staff model the behaviours that we would expect from all stakeholders who engage with the organisation.
7. Use the curriculum to ensure that children grow to adulthood showing respect to all individuals regardless of their ethnic heritage, gender, age, disability, religion or sexual orientation.
8. Identifying clear procedures for tackling all incidents of verbal abuse, physical assault and theft of property from individuals and emphasising a clear approach to those that involve any aspect of discrimination or prejudice based on ethnic heritage, gender, age, disability, religion or sexual orientation.

### **Procedures**

1. Intervene and stop the incident making it clear that this is not the behaviour we expect on our premises or in our school building by children, staff or other stakeholders.
2. If the incident is witnessed by pupils then explain to them why this should not occur within or without the school.
3. Report the incident to the Head Teacher and inform them of the action taken.
4. Inform the class teacher of any children or children's parents that might have been involved.
5. Record what happened in the incident book.
6. If pupil involvement inform both sets of parents.

## **Roles and Responsibilities**

### **Governors**

The Board of Governors sets out its commitment to equal opportunity for all stakeholders within this policy and will continue to strive to ensure that school is fully inclusive toward all pupils and staff members and is responsive to their needs in relation to gender, ethnic heritage, disability, sexual identity, age and religion. Through this strong commitment the Governing body seek to ensure that people are not discriminated against when applying for employment and will ensure that all successful applicants have obtained their position through ability and merit.

The Governing Body will also ensure that reasonable steps have been taken to ensure equal access to the school environment for all stakeholders and strive to ensure that there is inclusive communication between the school and pupils, parents and carers. The Governing Body will also ensure that admissions are open and transparent and do not discriminate against children on ethnic heritage, gender, disability and socio-economic background.

### **Headteacher**

The Headteacher will implement the school's equality policy and plan with the support of the Governing body, ensuring that all staff are aware of their role and responsibility in ensuring full application of the policy and plan. Further the Headteacher will ensure that all appointments panels give full due to the policy and plan by providing equal opportunity for both employment and training. The Headteacher will oversee the development of a curriculum that promotes respect for other people and allows all children to take a full part in school life. Any incidents of unfair treatment or bullying which is discriminatory will be investigated by the Headteacher with due seriousness and consequences if found to have occurred.

### **Teaching and Non-Teaching Staff**

All staff should ensure that all pupils are treated fairly, equally and with respect in line with the School's Equality Policy. Any stereotyping should be tackled and opportunities within the curriculum should be used to promote respect for the diversity and differences that exists within the local, regional, national and international contexts. All staff should challenge incidents that can be viewed as being discriminatory toward people and children based on their ethnic heritage, gender, age, disability, religion or sexual identity.

### **Collating Information**

We will collect a wide range of quantitative and qualitative information. We will use this information to ensure that we are meeting targets and successfully implementing the Equality Policy across the school. We shall undertake this annual review in recognition that our pupils and staff may face more than one barrier to achieving their full potential. Review of the policy and action plan will occur bi-annually and we shall use the following measures to aid in planning future actions to be taken:

- Admissions and exclusions
- Reported incidents
- Parental questionnaires
- Student voice – i.e. school council, class forums, focus groups
- Staff feedback
- Progress and attainment meetings
- Inclusion team meetings
- SENCO
- Curriculum team

### **Clarification of Discriminatory Incident**

Discrimination can take many forms such as verbal abuse, physical assault, intimidation, exclusion from social groups, name calling, jokes, graffiti, and unwanted comments based on ethnic heritage, age, sexual identity, disability, religion, gender and social-economic criteria. These could occur as:

- Physical assault
- Use of derogatory names
- Use of derogatory jokes
- Insults based on ethnic heritage, age, gender, sexual identity, socio-economic conditions, disability and religious observance.
- Derogatory graffiti on walls, displays, books, clothing
- Wearing badges or symbols that are derogatory to others based on ethnic heritage, sexual identity, disability, religion and gender.
- Bringing discriminatory material into school
- Verbal abuse and threatening behaviour

- The promotion of, or attempted recruitment to discriminatory groups and organisations
- Incitement of others to bully or discriminate others based on their ethnic heritage, sexual identity, gender or disability.
- Refusal to co-operate with others on grounds of their ethnic heritage, religion, sexual identity and disability

Through this policy and relevant action plans we seek to ensure that all forms of discrimination are not tolerated within the organisation and that all children, staff, parents and stakeholders encounter an open and supportive environment that respects all.

This policy was ratified on:

Review date:

Signed by Headteacher:

Signed by Chair of Governor's: