



South Bersted CE Primary Equality Policy

Web and/or Internal	Web/Internal
This policy should be reviewed every	Annual
Policy approved by Governors	Autumn 2018
Date of Review	Autumn 2019
Member of staff responsible	Headteacher
Policy created by	Headteacher
Signed by Chair of Governors and/or Headteacher	

Introduction

At South Bersted CE Primary School we recognise that all members of the school have the right to learn, achieve and realise their full potential for growth.

Our school lies in a mixed community area in both socio-economic terms as well as culturally, although the school has a predominantly white British intake. The ethos and curriculum provided at South Bersted already promotes the sense of community cohesion and the school works closely with a number of community groups and other schools to further promote this.

The school values the individuality of all our children, staff, parents and carers. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The curriculum promotes common values, underpinned by our Christian values, and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

Discrimination will be tackled by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. The school operates equality of opportunity in everything it does.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Teaching and Learning:

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally, and globally)
- encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping
- support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others
- understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment

- provide opportunities to find out more about and positively interact and build relationships with people from a range of different backgrounds within their local community and beyond
- ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of 'life' and to support them in reaching their individual potential
- provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement by:

- using contextual data to improve the ways in which we provide support to individuals and groups of pupils
- monitoring achievement data by ethnicity, gender and disability and action any gaps
- taking account of the achievement of all pupils when planning for future learning and setting challenging targets
- ensuring equality of access for all pupils and prepare them for life in a diverse society
- using materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping
- promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seeking to involve all parents in supporting their child's education
- encouraging discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- including teaching and classroom based approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Admissions and Exclusions:

- Admission arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.
- Exclusions are always based on the school's Behaviour Policy.

Equal Opportunities for Staff:

- The principles of equal opportunity are applied to all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- Equality is actively promoted across all groups within our workforce.

Racial Equality:

Race equality is central to the ethos and core values of South Bersted CE Primary School. To establish and maintain this, the School is fully committed to:

- ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their ethnic background
- valuing equally all members of the school community
- promoting positive attitudes towards life in a multicultural, multiethnic and multi-faith society and celebrating cultural diversity
- combating racial harassment and racial discrimination and challenging racism in all its forms
- equipping pupils with the knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they meet in their lives
- establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background

As a school, with a small minority of pupils of ethnic minority background, we recognise:

- the particular need for vigilance to ensure that ethnic minority pupils are neither victims of racism or experiencing a sense of isolation and/or marginalisation
- the particular need to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds
- the importance of recognising the significance of and responding to cultural, linguistic and "racial" differences in striving to ensure equality of opportunity for all is achieved.

Other Actions to ensure Race Equality

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:

- use opportunities within the curriculum, extra-curricular activities and Collective Worship to promote positive attitudes towards cultural and ethnic diversity and differences
- provide opportunities within the curriculum, appropriate to pupils' age and attainment, for children to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people of ethnic minority background or of communities in the "Third World"
- make use of the curriculum, extra-curricular activities and Collective Worship to positively affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities
- regularly monitor the curriculum to ensure that these learning opportunities are in place
- seek to incorporate and promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in all we do.

To ensure that all pupils achieve their best, according to capabilities and regardless of ethnicity, the school will:

- monitor the achievement of all pupils regardless of ethnicity to ensure that they are achieving according to their full capabilities, taking appropriate action where underachievement is identified
- appropriately group all pupils, regardless of ethnicity, to ensure that they are achieving according to their full capabilities
- ensure that assessment activities and tasks are not culturally biased so as to discriminate against any pupil or group of pupils
- ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities
- ensure that all pupils have equality of access to the curriculum, including those for whom English is an additional language
- maintain and develop a positive valuing of linguistic diversity, celebrating the achievements of pupils who are multi-lingual; the school will ensure that any pupil for whom English is an additional language and who has not yet achieved a functional level of English is appropriately supported to gain access to the curriculum
- ensure that religious and cultural differences are fully recognised in meeting the needs of all pupils

Dealing with Racist Incidents

A racist incident is one which is defined as any incident which is perceived to be racist by the victim or any other person. (*The MacPherson Report 1999*).

In dealing with racist incidents the school will:

- ensure it fulfils its statutory obligation to keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents termly to the Local Authority, including reporting when no such incidents have been recorded during the term
- record and monitor all pupil exclusions by ethnicity
- recognise that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are no pupils of ethnic minority background
- take every possible step to support the victims of racial harassment
- ensure that all racist incidents are regarded as a serious matter
- ensure sanctions for pupils will be applied in accordance with the school's Behaviour Policy and include the possibility of pupil exclusion
- ensure any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Governing Body
- take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

Disability:

A disabled person is someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Our commitment covers all aspects of school life and includes:

- promoting equality of opportunity between disabled people and other people
- eliminating discrimination that is unlawful under the Disability Discrimination Act
- eliminating harassment of disabled people that is related to their disability
- promoting positive attitudes towards disabled people
- encouraging participation by disabled people in public life
- taking steps to meet a disabled person's needs, even if this requires more favourable treatment.

Teachers modify teaching and learning as appropriate for these children, and ensure that the work for these children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing impaired children to learn about sound in science and music, and visually impaired children to learn about light in science and to use visual resources and images both in art and design and in design technology
- uses assessment techniques that reflect their individual needs and abilities

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. At South Bersted CE Primary School the policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources. When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances it may be necessary to consider that medication or disapplication is the correct procedure to follow. This would only be done after detailed consultation with parents and the Local Authority. The school's governor with responsibility for Special Educational Needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should it be considered necessary to proceed with medication or disapplication, then the school would do so through:

- Section 364 of the Education Act 1996 – this allows modification or disapplication of the National Curriculum, or elements of it through an Educational Health Care Plan (EHCP).
- Section 365 of the Education Act 1996 – this allows the temporary modification or disapplication of the National Curriculum or elements of it.

Accessibility:

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. We will do this by:

- undertaking a regular audit of the school population to identify any action required
- ensuring all pupils have access to the full curriculum
- carrying an annual audit to ensure optimum conditions
- regularly reviewing attainment of all children

Gender Equality:

The school understands its duty to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. We will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women
- take active measures to investigate, report and act on incidents of gender discrimination
- analyse school data and other gender equality relevant information
- monitor behaviour, discipline and exclusions to remove all practices, procedures and customs which are discriminatory

Community Cohesion:

When we talk about Community Cohesion at South Bersted CE Primary School, we mean the following groups:

- **the school community** – the pupils it serves, their families and the school's staff
- **the local community**- the school as a part of Bognor Regis and the people who live or work here
- **the community of the United Kingdom** - all schools are by definition part of this community and the diversity within
- **the global community** – not only as a member of the European Union but our place within the world.

Children will be encouraged to:

- recognise diversity across the school and within the wider community, and celebrate and value this as much as possible
- understand the idea of shared values and what that means to us as individuals
- have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals
- participate, through their own choices, in all that the school and wider community has to offer

- engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping
- have a greater understanding of community and diversity through enrichment activities such as through visits and meetings with members of different communities
- have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Roles and Responsibilities:

a) Governors:

- are committed to providing equal opportunities for all and will continue to do all they can to ensure the school is fully inclusive to children and responsive to their needs based on race, gender and disability
- will seek to ensure people are not discriminated against on grounds of race, gender or disability when applying for jobs
- will take all reasonable steps to ensure the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils
- will ensure no child is discriminated against either when applying to join the school or after admission on account of their race, sex or disability

b) Headteacher:

- will be responsible for ensuring, with the governors' support, the implementation of this policy including the consistent application of its guidelines
- will promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life
- will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

c) Staff:

- will ensure that all pupils are treated fairly, equally and with respect
- will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images
- will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher
- will challenge inequalities and help young people to do the same through the formal, informal and hidden aspects of the classroom and curriculum.

d) Parents/Carers:

- will have access to the Policy.
- will be encouraged to actively support the Policy.
- will be informed of any incident related to this Policy which could directly affect their child.

Discriminatory Incidents:

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. Such harassment is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances. They are initially dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.

Equity and Excellence

Everyone at South Bersted CE Primary School believes in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child. To this end the school has robust policies and schemes for equality of opportunity, disability equality and gender equality as well as ensuring that all policies adhere to the latest government laws and guidelines

We will ensure that all pupils and staff:

- are treated fairly and equally and given equal opportunities in all that the school has to offer
- work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended school activities
- will identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach
- work together to eliminate any variations of expectation for any groups/individuals within the school.

Engagement and Extended Services

South Bersted CE Primary School pupils already take an active part within the local community and we aim to progress this action further to the benefit of the pupils themselves together with the wider community's understanding of the school.

We will therefore:

- provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members
- develop links with other schools and different communities both locally as well as nationally and internationally
- provide signposting to the wide variety of extended services on offer in the school and elsewhere locally through the development of an extended services website

- develop stronger links with the local community organisations with which we already have links
- provide greater opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction

Equality Objectives

Using the views of stakeholders and the analysis of monitoring, we will set specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed annually.