



SHUSTOKE C.E. PRIMARY SCHOOL RACE, DISABILITY & GENDER EQUALITY POLICY

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000, the Equality Act 2006 and the Disability Discrimination Act 2005.

General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial, disability or gender discrimination;
- promote equality of opportunity;
- Promote good relations between people of different groups.

The specific duty requires us to:

- prepare a written policy on racial, disability and gender equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial, disability or gender groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Aim Statement

To begin with the child and encourage and support each individual to become a positive member of the community through childhood and into adult life. This is to be achieved by giving all children a stimulating curriculum that guides them towards being fully involved in their learning. To ensure all children enjoy their experience, develop their self-esteem and are prepared for the next stage of their education.

To involve all parents, governors, the church and the community in the life of the school to provide an education of the highest quality within the context of the Christian belief and practice.

Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976, amended by the Race Relations Amendment Act 2000, the Equality Act 2006 and the Disability Discrimination Act 2005. This policy must be read in conjunction with other related school policies such as Behaviour and Special Educational Needs.

Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The Headteacher and the Governing Body are responsible for ensuring that the policy is communicated, implemented and monitored.

All staff are responsible for dealing with racist, disability or gender equality incidents, and are able to recognise and tackle racial, disability or gender bias and stereotyping.

Copies of the policy will be available from the school office.

The key points of the policy will be communicated to staff through the Staff Handbook, staff meetings and the school development Planning cycle.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial, disability and gender equality. Training is linked to priorities within the school Single Integrated Development Plan. Members of the governing body will also identify their own training needs in relation to the above.

The school will follow the LA Guidelines in dealing with incidents of harassment.

Any incident of racial, disability or gender harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity, disability or gender of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or Assistant Headteacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist, disability or gender discrimination incidents will now be recorded and reported to the governing body by the Headteacher within the Headteacher's report.

Any serious incidents will be reported to the Local Authority by the Headteacher.

Sanctions for staff or pupil not following the policy are as follows.

- Head/Chair of Governors to discuss the issue with the person/people involved.
- For a pupil, a meeting will be arranged with parents and a suitable punishment agreed.
- For a member of staff, a discussion with Head/Chair of Governors, followed by a verbal warning and then a written one.
- For governors, a discussion with Head/Chair of Governors followed by verbal and written warning.
- For the Headteacher, discussion with LA officer and a verbal warning, followed by a written one.

All incidents of racial, disability or gender harassment will be dealt with immediately in line with the LA's Guidelines.

Curriculum, Teaching and Assessment

This school is committed to delivering a global, anti-racist, disability or gender discrimination curriculum across all subjects, which challenges damaging stereotypes and racism and proactively celebrates cultural-diversity, people living with disabilities and those of both genders.

□ The diversity of our society is addressed through our schemes of work that reflects the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity, disability or gender.

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 equality 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 value that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures or groups;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

All long and medium term planning of core and foundation subjects will have a global aspect wherever possible. These areas will be highlighted in the school's planning documentation.

It will be the responsibility of Subject Leaders to ensure that the curriculum to be covered in their subject has the appropriate perspective.

Resources will be monitored to ensure that they are inclusive and have examples of ethnic minority, people living with disabilities and gender role models. **Library and reading books are crucial areas for monitoring.**

There will be clear links between RE and PSHE and racial, disability and gender discrimination issues. These lessons should include times for discussion and reflection on these issues.

We will deliver good practice and an inclusive setting to all our pupils and staff by:

- demonstrating attitudes and behaviour that show that children in minority groups are part of a wide cross-section of the local community
- activities are led by the interests and enthusiasm of each child who attends, taking note of any likes, dislikes or specific needs
- pictures, equipment and resources reflect the child's differing backgrounds, experiences and needs
- commitment to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met
- links with families/schools/extended services by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service
- all practitioners have had attitudinal training around disability, equality and gender issues and continue to take part in training in school about inclusion
- all practitioners are aware that attitudes, environments, structures and policies need attention in order that they do not disadvantage particular children
- all practitioners have or are developing skills to communicate effectively with each child, and encourage all children to develop ways of communication with each other
- each child has opportunities for formal and informal consultation so that they can express their views and opinions
- each parent/carer feels welcome and valued as an expert on their child, with a continuing key role in helping practitioners enable their child to take full advantage of the setting
- The school has a vision of what it wants to do, policies and procedures for how it does it and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice.

Admissions, Attendance and Discipline

The school is fully committed to ensuring that all processes are fairly applied.

If ethnic, disability or gender discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

If ethnic, disability or gender discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, best work stamps, certificates of merit, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Attitudes and Environment

This policy acknowledges that the tackling of racial, disability or gender discrimination issues, promoting equality of opportunity and promoting good race relations requires a whole school approach.

We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial, disability or gender discrimination and promoting equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making pupils and staff confident to challenge aggressive and discriminatory behaviour.

Parents, Governors and Community Partnership

Part of the work of the Curriculum Committee is to ensure the school's success in promoting race, disability and gender equality. It will also be an agenda item at meetings of the Governing Body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial, disability and gender equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Friends Association is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to racial, disability and gender groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit in line with Safeguarding Children and Safer Recruitment in Education.

The recruitment process will be monitored to ensure that there is no ethnic, disability or gender bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

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 will monitor the performance of different racial, disability or gender groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, 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 LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive a variety of questionnaires about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

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.

APPENDIX

Gender discrimination :

We understand that both sexes can suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

The above policy also covers any issues relating to cases of discrimination with regards to a person's sexuality but is included under the title of gender within this policy.

Disability discrimination:

In line with the DDA (2005) we recognise that a person has a disability if he or she 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', if the impairment affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight (unless correctable by spectacles)
- memory or ability to concentrate or learn or understand
- perception of the risk of danger