
Equality Policy

Chase View
Community
Primary School

Adopted Sep 2018
Review Sep 2021

Chase View Primary School Rugeley

Equality Policy

Every member of our school community is regarded as being of equal worth and importance irrespective of age, cultural background, race, religion, gender, learning abilities, social class, sensory or physical impairment or lifestyle. The school recognises and values differences and tries to meet the needs of individuals in order that everyone has access to the educational opportunities offered by the school. Our school believes that every member of the school community including staff, governors, pupils, parents, the community and our visitors has an important role to play in ensuring that we actively promote equality and strive to eliminate discrimination.

This policy embeds the requirements of the Race Relations (Amendment) Act 2000. The school will work to:

- promote racial equality
- promote good relations between all races
- eliminate unlawful racial discrimination.

This policy represents all ethnic and national groups including travellers, asylum seekers and refugees.

This policy emphasises the importance of combating racism and working towards racial equality and outlines the approach we take to promote cultural diversity and to challenge racist attitudes.

The school is a mainly monocultural school and we recognise the importance of ensuring our pupils have an education that reflects the diversity of cultures throughout society.

We aim to provide every pupil with:

- an entitlement to equal access and participation in all aspects of school life.
- to recognise and value the diversity of cultures, languages, religions, opinions and beliefs in society.

- to act positively to enable all members of our community to fulfil their potential.
- to combat all forms of stereotyping, prejudice and discrimination through our attitudes, behaviour, open questioning and discussion.
- as we are a Dyslexia Friendly school we take into account the needs of the dyslexic learner providing a dyslexia friendly learning environment

Policy, Leadership and Management

This equality policy reflects the school's aim in which respect for all is promoted. It is the duty of all in the school to actively promote equality, throughout the curriculum and school life. As each school policy is reviewed we will state that equality is promoted in every area of the curriculum and in every area of school life.

The school will not tolerate racial discrimination, abuse or harassment. The Headteacher will monitor behaviour and report any incidents of abuse or harassment to the Governors and report to the Local Authority. The school will regularly review the impact of the policy and procedures.

Curriculum, teaching and assessment

The curriculum planning will uphold the statement from the revised National Curriculum and will 'promote equal opportunities and enable pupils to challenge discrimination and stereotyping', it should also 'develop their knowledge and understanding of different beliefs and cultures'.

Teachers will look for opportunities to promote understanding of different cultures throughout the curriculum. Opportunities will also be sought to promote positive images of people with disabilities. Co-ordinators will monitor curriculum content, including use of assessments and ensure that assessments are accessible for all. Resources used in school will aim to promote positive images of different races and disabilities and avoid stereotyping of race, gender, ability or background. Co-ordinators will monitor the suitability of resources and ensure that as new resources are ordered they promote resources that strengthen equality. Any existing resources which portray a negative stereotype will be disposed of.

Displays will aim to reflect positive images from many cultures, backgrounds and abilities.

Teachers will maintain an awareness of those pupils who are part of a minority ethnic group and those who have English as an additional language. They will ensure that the curriculum is appropriate and reflects language needs of pupils.

Personal development, attainment and progress of all pupils

Analysis of data is monitored to track the attainment and progress of all pupils. Progress will be monitored and include analysis by both ethnic group and gender. Where there is found to be a lack of achievement by any group the school will investigate action, eg purchasing extra books to support boys reading. Staff will be aware of the needs of individuals and support all groups of pupils and the school will provide extra support for underachieving groups. Teachers need to be involved in the analysis of data and following target setting ensure that teaching is supporting the target setting process.

Parents, Carers, Governors and Community Partnership

The school aims to involve parents by regular communication, both formal and informal, and by offering a variety of meeting times. The school monitors attendance at meetings and will try to encourage all parents to participate in the life of the school. If there are difficulties in understanding written or oral communication the school will try to contact parents by phone or consult the multicultural service if a bi-lingual interpreter is needed, and arrange for signing where appropriate. The school will encourage all parents and carers to become involved in school activities.

The school will also promote links with both the local community.

Admission and attendance

The admissions policy treats all admission applications equally within the stated criteria. Prospective pupils are not discriminated against on grounds of gender, race, ability or background.

Staffing

The school will ensure that its recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with legislation and LA guidance. Recruitment procedures will be based on clear job descriptions. The Governors will monitor recruitment and selection.

The Governors will monitor continuing professional development to ensure that all staff have opportunities for development and that there is regular training in promoting equality.

Roles and responsibilities

The Governing Board is responsible for:

- making sure that the school complies with the Race Relations Act 1976 (the Act) and the Race Relations Amendment Act 2000.
- Making sure that the school complies with the Equality Act 2010 that legally protects people from discrimination in the workplace and in wider society.
- making sure that the race equality policy and its procedures are followed.
- during visits individual Governors may discuss ways that the school is promoting diversity.

The Headteacher is responsible for:

- making sure that the equality policy is readily available and that the Governors, staff, pupils and their parents and guardians know about it.
- making sure that the equality policy and its procedures are followed by the school community.
- producing regular information for staff and Governors about the policy and how it is working, and providing training where necessary.
- making sure all staff know their responsibilities and receive training and support carrying out these tasks.
- taking appropriate action in cases of harassment, especially racial harassment and racial discrimination.

All staff are responsible for:

- promoting equal opportunities and good race relations.
- recognising and tackling bias and stereotyping dealing with racist incidents.
- avoiding discrimination against anyone for reasons of race, colour, ethnic background or national origins.
- keeping up to date with the law on discrimination and taking up training and learning opportunities.

The school will take action if the policy is not followed. Pupils will be dealt with according to the behaviour policy and parents will be informed. Staff will be dealt with in line with Performance Management or the Grievance policy. Governors will communicate with members of the community to emphasise that discrimination is not tolerated. If problems persist the Governors will contact the Local Authority for advice.