



**Wibsey Primary School
Equalities Policy**

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Equalities Policy

Introduction

i. General statement of policy

This policy includes the duties for schools as outlined in the Equality Act 2010, in relation to race, disability and gender. This Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of discrimination. Language or behaviour, which is racist or potentially damaging to any ethnic or racial group, will not be tolerated and will be challenged. The school recognises that Bradford has a wealth of diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society. The school is committed to making all reasonable adjustments where there is a disability, and will not discriminate against gender.

ii. Responsibilities

Governing body

- The Governing Body is responsible for ensuring that the school complies with legislation, including the general and specific duties in the amended 2010 Equality Act.
- With assistance from the head teacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Equality policy.
- The Governing Body includes Equality issues as a regular item on the agenda of Governing Body meetings.

Head teacher

- The head teacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Equality policy.
- The head teacher ensures that staff receive training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that **all staff** have a responsibility to promote equality within the school but to ensure appropriate focus and a strategic approach 'named persons' will be identified.

Named person for Racist Incidents

- The named person/s for Racist Incidents is Mrs Germaine
- The named person ensures that all reported racist incidents are recorded in a register, and that Racist Incident Report forms are completed and sent electronically to the LEA. Mrs. Luscombe is trained in the use of the electronic format.

Named person for Equalities

- The named person for Equalities or Equal Opportunities is Mrs. Germaine and Mr. Barlow
- The named person for Equalities ensures that the school regularly reviews and evaluates all policies and practices in relation to Race Equality, Special Educational Needs and Gender leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

PSE coordinator

- The PSE Coordinator is Miss Burton
- The PSE Coordinator ensure that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism and discrimination.

RE coordinator

- The RE Coordinator is Mrs. Moody
- The RE Coordinator ensures that religious education is taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

Teaching Staff

- All teaching staff are responsible for keeping up-to-date with Race Relations legislation and Equality matters.
- They know how to deal with racist incidents in the classroom, how to promote diversity, and how to identify and challenge bias and stereotyping.
- In their teaching, they encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum.
- Teaching staff never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups, disabilities or gender to affect their treatment of particular pupils, parents or other staff.

Non-teaching staff (including all administrative staff, lunchtime supervisors, catering workers and caretakers)

- All non-teaching staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups, disability and gender to affect their treatment of particular pupils, parents or other staff.

All employees

- All school employees have a responsibility to read, understand and comply with this policy.

Visitors and contractors working on site

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality.

iii. Consultation

- This policy was developed in consultation with the following:
 - Staff
 - Pupils
 - Parents
 - Governors
 -

iv Communication

- The full policy is:
 - published in the staff handbook
 - given to all non-LEA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own
 - brought to the attention of parents in the school brochure and is available on request for parents, visitors and members of the wider community
- The Equal Opportunities summary is:
 - sent to all job applicants
 - published in the school brochure
 - available on request for parents, visitors and members of the wider community
- The Equalities policy will be translated on request.

Sections related to specific aspects of school function

1. Whole school ethos

1.1 Ethnic make-up of the school

In our school community, there are people with a range of ethnic and religious backgrounds. All of these people, their faiths, cultures and languages are valued by the school.

1.2 Celebrating and catering for diversity

We take every care to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals. Every year we celebrate a variety of religious festivals.

1.3 Preparation for life in a multiethnic society

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar in order to prepare them for life in a multi-ethnic society.

2. Pupil attainment, personal development and assessment

2.1 Attainment and progress

Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement

2.2 Support for EAL pupils

We provide appropriate support for pupils for whom English is an additional language. The named teachers are Miss Khan and Miss Burton.

We take care to ensure that minority ethnic pupils, those for whom English is an additional language are not disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required, advice will be sought from Children's Services.

Special Educational Needs

We make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language. All pupils with special educational needs receive appropriate support.

3. Curriculum, teaching and resources

3.1 Promoting cultural diversity through the curriculum

We promote cultural diversity in the curriculum through teaching positive, culturally diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for people of different racial and ethnic groups.

Curriculum access

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

3.2 Resources

Our resources and displays portray positive images of a range of peoples and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and racism across the curriculum. For those with disabilities we will always endeavour to provide the appropriate resources in terms of the physical aspect of the building, hygiene requirements and consumable resources.

3.3 Teaching and learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils of all backgrounds to work together with

cooperation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality and justice.

3.4 Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

4. Admissions and attendance

4.1 Admissions

Our admission criteria and interviews are fair and equal for all and do not detrimentally affect any racial, ethnic, gender or disability groups.

4.2 Attendance

We expect good attendance of all pupils and we monitor attendance by a variety of groups. We recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

5. Behaviour, discipline and exclusion

5.1 Racism, discrimination and harassment

We are opposed to all forms of prejudice and discrimination, and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the school's Racial Policy and Children's Services guidelines.

Behaviour and discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated and reported in accordance with Children's Services guidance.

5.2 Exclusion

We take proactive steps to prevent exclusion.

6. Partnership with parents and the community

6.1 Partnership with parents and the community

We endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents who are not proficient in English.

6.2 School premises

School premises are available for use by all ethnic and racial groups in the locality.

6.3 Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

7. Staff recruitment and professional development

7.1 Recruitment and promotion

We ensure that no discrimination takes place on racial, disability and gender grounds in recruitment and promotion.

7.2 Professional development

Initial and ongoing training of all staff and governors address issues of equality, cultural diversity and the needs of pupils for whom English is an additional language.

7.3 Discrimination and harassment

Incidents of racial discrimination or harassment involving staff are dealt with in accordance with the Children's Services / school's discipline and grievance procedures.

7.4 Breaches of policy

Any breaches of this policy by members of staff or governors are dealt with in accordance with the Children's Services/ school's discipline and grievance procedures.

8. Planning and policy review

The impact of all school policies assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils, and those with disabilities. The impact of the Equality policy on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of pupils, staff, parents and members of the local community. All policy reviews consider the implications of equality.

9 Advice and support

Children's Services

The school will seek advice and support from Children's Services advisors to ensure that Policies are designed to meet the needs of the school, equality targets are appropriate and that all staff receive training, advice and support.

Signed..... Date.....