

Gobowen Primary School Pupil Equality Policy 2019



Policy Statement

Gobowen Primary School recognises that diversity is a reality of our community that brings significant educational benefits to all pupils, enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity. The school recognises that the richness and diversity of culture and experience that we now enjoy is our heritage.

It is the school's policy to accept and celebrate diversity; any form of intolerance is counterproductive and unacceptable. The school is therefore committed to building an environment where:

- all pupils are treated with dignity and respect
- every pupil has the right to reach their full potential
- diversity is valued
- stereotypes are questioned
- bias, bigotry, prejudice and racism are wholeheartedly rejected.

We act in accordance with the relevant equality legislation and guidance relating to race, gender, disability and employment to ensure that discrimination is eliminated and that equality of opportunity is promoted.

Procedure

General

The person responsible for ensuring the implementation of this policy is the Schools Governing Body.

In accordance with its legal responsibility, the school will ensure that there is no discrimination against any pupil for any reason. It will not segregate or differentiate between individuals on the grounds of:

- sex
- sexual orientation
- gender reassignment
- race
- religious belief
- disability
- economic and family background
- mental health
- challenging behaviour
- emotional/ behavioural difficulties

Everyone at the school will take responsibility for challenging stereotypes and all forms of discrimination.

The school will promote equality of opportunity and will investigate all complaints of discrimination.

Sex Discrimination

All applicants for admission to the school, and all pupils of the school, will be treated the same way, irrespective of sex. In particular, the school will ensure that:

- no attempt is made to balance the number of boys and girls admitted to the school
- any tests used to screen pupils are identical for boys and girls
- all children have equal access to the curriculum

All pupils, regardless of their sex, will have equal access to:

- all subjects in the curriculum
- all forms of community and social service
- all recreational, sport and social facilities
- all out-of-school activities.

Sexual Orientation Discrimination

The school will not discriminate directly or indirectly against anyone because of his or her actual or perceived sexual orientation.

The school will not tolerate the harassment or victimisation of anyone because of his or her actual or perceived sexual orientation.

The school will promote equality of opportunity for all pupils regardless of their sexual orientation. This is included in its equal opportunities and behaviour policies and the curriculum.

The school is committed to providing a safe environment for all pupils and will apply the school's anti-bullying policy to deal with all instances of homophobic bullying or abuse.

Homophobia is a dislike or fear of someone who is, or is perceived to be, lesbian, gay or bisexual. Reaction can vary in intensity from passive resentment to active victimisation.

The school will take account of the Government's Sex and Relationship Education Guidance which makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

Racial Discrimination

The school will promote equal opportunity and good race relations, and will not discriminate against anyone on the basis of:

- race
- colour
- nationality or citizenship
- ethnic or national origin.

The school will not tolerate any form of racial discrimination, racial harassment or inciting of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

Religious Discrimination

The school recognises, respects and values the various traditions, customs and rules of different religious groups and will not discriminate against any pupil on the grounds of his or her religion, belief or non-belief.

The school understands that for religious reasons certain pupils might wish to behave in ways that are contrary to accepted school rules. Every effort will always be made to meet the sincere wishes of these pupils.

The school undertakes to ensure that all collective worship is celebrated in a universal way, and is accessible to everyone.

Disability Discrimination

The school will not tolerate any form of discrimination against disabled pupils. This includes the use of any derogatory term to indicate the disabled person's supposed mental capacity. No assumptions will be made about the general abilities of people who are disabled.

The school will bear in mind that a child with special educational needs (SEN) is not necessarily disabled and that a disabled child does not necessarily have SEN.

The school will make every effort to ensure that its premises are accessible to people with all kinds of disabilities.

The school will produce an accessibility plan detailing the planned improvements that will be made for:

- increasing the access of disabled pupils to the school curriculum
- improving the access of disabled pupils to the physical environment of the school
- improving the delivery of information to disabled pupils.

Educational Visits

Where educational visits are being planned it is assumed that all pupils will take part. In order to achieve this we:

- plan well in advance and check the suitability of every venue
- make sure there is accessible transport to the venue
- liaise with staff at the venue • ensure that the programme of activities is accessible to all; if this is not possible, we ensure that the programme offers at least one activity that is accessible and of equal merit
- complete any risk assessments with the needs of pupils with SEND
- ensure that all staff have the necessary knowledge about the pupils they are taking.

Positive Discrimination

We operate a policy of positive discrimination where necessary. This means that on occasions, additional privileges, resources or staff time will be allocated to pupils in order to enable them to fully participate in the school. We additionally monitor pupil progress to ensure that all children are being included and that the learning needs of all pupils are being met.

Monitoring Pupil's progress

The school collects data referring to children's progress in order to monitor that children reach their full potential and that any referrals are promptly made to the relevant department. ie SENCO, outside agencies.

Measuring Inclusion

Not all aspects of inclusion can have a measure placed against them. However, there are some key indicators that can demonstrate how effectively pupils are being included within the school. These include:

- Attendance data — particularly in relation to persistent and recurrent absences
- Numbers of pupils from different groups who are on the register e.g. FSM, EAL, G&T etc.

Admissions

We provide clear and concise information in written and spoken form.

We endeavour to meet the needs of individual families, where possible we would provide translated documents for parents who have English as a second language.

We base our admissions policy on a fair system.

We do not discriminate against a child or their family, or prevent entry to our department on the basis of colour, ethnicity, religion or social background.

We do not discriminate against a child with a disability or refuse a child entry to one of our settings because of a disability.

We aim to gather full and accurate information about all children before they start at our school to ensure that their needs are met to the best of our ability.

Curriculum

All children have a need to develop, which is supported by exploring and discovering the world around them. We plan opportunities that build on and extend all children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn. We consider what might be appropriate to offer them according to their ages, stages of development and levels of understanding.

- We join in the celebration of community festivals and events.
- Both sexes are encouraged to explore resources and activities traditionally used by the other.
- We welcome families into our settings to share food, stories, songs and festivals from their own cultures.

Promoting ethnic and cultural diversity.

- Staff aim to continually be aware of the language we use; we use non-gender specific language in identifying job roles.

Working with parents and carers

We believe that a positive relationship between parents and carers and our school is very important in supporting children to reach their full potential.

We strive to make time to listen to the expectations of parents and carers and to explain our procedures clearly and carefully, particularly when settling a child into a class.

When possible we will provide resources in languages other than English for parents and carers for whom this is not their first language and we will provide resources in large print for parents who have a visual impairment.

We are fully aware that parents are their children's first educators and are an important resource for the school, especially in terms of information about their own child.

We need to work with parents and carers alongside their children sharing the benefits of joint education.

We value the contribution that parents can make to the school and aim to make all parents feel comfortable within our community.

Discriminatory remarks or behaviour

As staff we aim to recognise and examine our own beliefs and prejudices, being conscious of the effect they may have on our practice and seek to overcome them. We take all incidents of discrimination very seriously. We regularly review practice and resources to ensure we are continuing to meet the individual needs of all children. Addressing equalities issues is an ongoing process.

Related policies:

- Admissions
- Anti-Racism
- Bullying and Harassment at Work
- Confidentiality
- Concerns and Problems - Complaints
- Disabled Access
- Disciplinary
- Early Years Settling-In
- SEND
- Staff Equal Opportunities