



ST ANDREW'S CE PRIMARY SCHOOL

EQUALITY POLICY

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Justice and Perseverance in mind.

EQUALITY POLICY January 2020

1. Introduction

We value the individuality of all our children and we are committed to giving all of our children every opportunity to achieve their potential irrespective of ethnicity, religion, attainment, age, gender, disability or background.

We do not tolerate harassment or bullying of any kind. We undertake to provide children with the opportunity to experience, understand and celebrate diversity. This Equality Policy sets out the school's approach to promoting equality and inclusion. It covers disability, gender and race/ethnicity.

This policy recognises the provisions set out in Oxfordshire County Council's Equality Policy (which can be accessed at <http://www.oxfordshire.gov.uk>) and the associated schemes put in place by Oxfordshire County Council for racial, gender and disability equality in the county. The policy should be read in conjunction with our school's policies concerning:

- Behaviour and Discipline
- Anti Bullying
- Special Educational Needs

2. Aims

Our school aims to:

- Be an inclusive school that actively removes barriers to learning, participation and enjoyment of school for all children.
- Eliminate discrimination on the basis of creed, colour, race, culture, origin, ability, gender or domestic background
- Ensure all pupils have equal access to the full range of educational opportunities provided by school
- Promote good relations and respect between people regardless of racial or ethnic group, age or gender
- Develop the children's awareness of the diversity of the society in which we live and help them develop a positive attitude towards society and the world around them

Equality must be a reality for our children. We make this a reality through the attention we pay to the different needs of children within our school including:

- Girls and boys
- Minority ethnic or faith groups

- Children from more vulnerable groups including looked-after children, travellers, refugees or asylum seekers
- Children with special educational needs
- Children with disabilities
- Able, gifted and talented children

3. Teaching, Learning and Assessment

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges
- Responding to children's individual learning needs
- Overcoming potential barriers to learning and assessment for individuals

We aim to provide our children with the opportunity to succeed and to reach the highest level of personal achievement.

To do this we:

- Ensure equality of access for all pupils
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- Challenge discrimination and stereotyping and teach children how to recognise bias
- Provide opportunities for pupils to share and maintain links with their own culture while at the same time appreciating cultural diversity
- Employ a range of styles including collaborative learning so that pupils can learn the value of working together
- Provide educational visits and extra-curricular activities that reflect and are accessible by all our pupils
- Take account of the performance of all pupils when planning for the future learning
- Our local catchment, and therefore our children tend not to be very ethnically diverse. We are conscious therefore of the need to put particular effort into celebrating the cultural diversity in our world. We specifically promote understanding of topics that concern differences between people in the world in our PHSCE and Religious Education curriculum.
- We aim to give all our children the opportunity to succeed and reach the highest possible level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities and needs of all children.
- When attainment falls below the expected standards, teachers enable the child to succeed by planning work that is in line with the child's individual needs. Similarly, when attainment exceeds the expected standards, teachers extend or broaden the work within the area or areas for which the child shows particular aptitude.
- School performance data is evaluated in comparison with national data and Local Education Authority data to identify any patterns in under achievement. The Governing Body receives regular updates on information concerning children's performance and how this compares with expectations.
- In addition to attainment and progress, we also maintain records of attendance,

admissions, exclusions, and behavioural incidents and these are used to monitor for any signs of discrimination.

- Our teaching staff are familiar with the equal opportunities legislation covering race, gender and disability.

4 Equal Opportunities for Children with Disabilities

- For children in school with disabilities, we take all reasonable steps to ensure that these children are not placed at a substantial disadvantage compared to other children and that they are able to access all aspects of the school curriculum and experience.
- The school is committed to providing an environment that allows disabled children to access all areas of learning.
- Teachers modify teaching and learning expectations as appropriate for children with disabilities For example they may give additional time to complete certain activities or modify teaching materials and practical aspects of the curriculum.
- Teachers ensure that work undertaken by disabled children:
 1. Takes account of their pace of learning and the equipment they use
 2. Takes account of the effort and concentration needed in oral work or when using vision aids
 3. Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
 4. Allows opportunities for them to take part in educational visits and other activities linked to their studies

Tackling Racial Harassment

- Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background.
- A racist incident is any incident that is perceived to be racist by the victim or any other person. Any racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to personal property, or lack of cooperation in a lesson on account of another person's ethnicity.
- Any potentially racist incident is investigated by the Headteacher.. The school contacts parents of the children involved in racist incidents.
- All staff are trained to deal firmly, consistently and effectively with racist incidents.
- Victims of racism and racial harassment will be supported by the school and where appropriate we will seek the support of external agencies.

6.Addressing Gender Equality and Sexual Harassment

The school promotes equality of opportunity between girls and boys. Our strategies for teaching and learning provide equal access and opportunities for girls and boys alike to all aspects of the curriculum.

We endeavour to eliminate harassment associated with gender or sex discrimination. The Headteacher investigates any incident that involves gender or sexual harassment. The school may contact parents of the children involved in incidents where sexual harassment has been involved.

7. Roles and responsibilities

- The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities, complies with legislation and that this policy is implemented.
- The Headteacher is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action against staff or children that discriminate in any way.
- All staff will be made aware of the school policy for equality through their induction.
- All staff will deal with racist, sexist or homophobic incidents and other cases of harassment or discrimination in accordance with school policy and procedures and will know how to recognise and challenge bias and stereotyping.
- All staff will promote diversity and equality. Staff will not discriminate on grounds of race, faith, gender, ability or domestic background. Staff will support pupils in their class for whom English is an additional language and will incorporate principles of equality and diversity into all aspects of their work.
- All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes to diversity and address specific incidents. This policy is available to parents and staff on the school website.
- Visitors are also expected to comply with the school's policies which are available on the school website or by request at the school office.
- All staff and Governors involved in selection and appointment of other staff will ensure that principles and policies relating to equality and equal opportunities are adhered to.

8. Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed every 3 years.

Signed: Annette Mashru_____ (Headteacher)

Signed: Seb Hearmon (Chair of governors)

Dated: January 2020

Review Date: January 2023