

Reevy Hill Primary School

Policy Documentation

Single Equality

OUR VISION

To ensure that equality of opportunity is available to all members of the school community

Responsibility for Review : Jo Bradley – Headteacher

Relationship to other Policies	Date	Status
	January 2015	Governor Approval
	<i>January 2016</i>	Review

REEVY HILL PRIMARY SCHOOL SINGLE EQUALITIES POLICY

The policy outlines the commitment of the staff, pupils and governors of Reevy Hill Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- “ Pupils
- “ Staff
- “ Parents/carers
- “ The governing body
- “ Multi-agency staff linked to the school
- “ Visitors to school
- “ Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Reevy Hill Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

- “ At Reevy Hill Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- “ There is an *openness* of atmosphere which welcomes everyone to the school
- “ All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- “ We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect
- “ Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Reevy Hill is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

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 regularly monitor the performance of different 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 local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- “ Attendance
- “ Exclusions and truancy
- “ Racism, disability, sexism, homophobia and all forms of bullying
- “ Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Reevy Hill is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The person responsible for the monitoring and evaluation of this policy is the Headteacher . Jo Bradley

Their role is to:

- “ Lead discussions, organise training, update staff in staff meetings, support discussions
- “ Work with the governing body on matters relating to equality
- “ Support evaluation activities that moderate the impact and success of this policy

Learning and Teaching

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:

- “ Provide 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
- “ Use materials to promote a positive image of and attitude towards disability and disabled people
- “ Promote attitudes and values that will challenge discriminatory behaviour
- “ Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- “ Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- “ Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- “ Ensure that the whole curriculum covers issues of equality and diversity
- “ Seek to involve all parents in supporting their child's education
- “ Provide educational visits and extended learning opportunities that involve all pupil groups
- “ Take account of the performance of all pupils when planning for future learning and setting challenging targets
- “ Make best use of all available resources to support the learning of all groups of pupils
- “ Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- ~ Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- ~ As a school we place a very high priority on the provision for special educational needs and disability.
- ~ We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- ~ The school will provide an environment in which all pupils have equal access to all facilities and resources
- ~ All pupils are encouraged to be actively involved in their own learning
- ~ A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- ~ Consideration is to be given to the physical learning environment . both internal and external, including displays and signage

Curriculum

At Reevy Hill Primary School, we aim to ensure that:

- ~ Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- ~ Pupils will have opportunities to explore concepts and issues relating to identity and equality
- ~ Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- ~ We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action

Resources and Materials

The provision of good quality resources and materials within Reevy Hill Primary School is a high priority. These resources will:

- ~ Reflect the reality of an ethnically, culturally and sexually diverse society
- ~ Reflect a variety of viewpoints
- ~ Show positive images of males and females in society
- ~ Include non-stereotypical images of all groups in a global context
- ~ Be accessible to all members of the school community

Language

We recognise that it is important at Reevy Hill that all members of the school community use appropriate language which:

- ~ Does not transmit or confirm stereotypes
- ~ Does not offend

- “ Creates and enhances positive images of particular groups identified at the beginning of this document
- “ Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Provision for Bi-lingual Pupils

We undertake at Reevy Hill Primary School to make appropriate provision for all learners. Some children are new to English having just arrived in England from Eastern Europe. These pupils are catered for effectively within class, in small groups or in 1-1 sessions in order for them to access the full curriculum. These groups may include:

- “ Pupils for whom English is an additional language
- “ Pupils who are new to the United Kingdom
- “ Gypsy, Roma and Traveller Children
- “ Advanced bi-lingual learners
- “ Use first language effectively for learning

Personal Development and Pastoral Guidance

- “ Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- “ All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- “ All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- “ We recognise that perpetrators may also be victims and require support.
- “ Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- “ Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- “ This must include pupils' access to a balance of male and female staff at all key stages where possible
- “ We encourage the career development and aspirations of all school staff
- “ It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- “ Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- “ All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- “ Equalities policies and practices are covered in all staff inductions
- “ All temporary staff are made aware of policies and practices

- “ Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

“All parents/carers are encouraged to participate in the full life of the school.

“Members of the local community are encouraged to join in school activities

Responsibilities

- “ Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- “ The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- “ The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- “ Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- “ All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- “ We will take steps to ensure all visitors to the school adhere to our commitment to equality

Reevy Hill Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

The policy and plan will be published on the school website: www.reevyhill.co.uk

Appendix 1 – for information

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Bradford are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Bradford District Council.

What is a disability?

- “ Disability is a physical or mental impairment which has an effect on a person’s ability to carry out normal day-to-day activities. That effect must be:
 - “ substantial (more than minor or trivial)
 - “ adverse
 - “ long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment . what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- “ Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- “ Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesbophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.