



Equality Policy

(Previously Equal Opportunities)

Please read in conjunction with the CP Policy

Approved by Governors: May 2014

Signatures

Co-ordinator Andrea Chapman

Headteacher Jeannette Turner

Chair of Governors Sarah Newton

Lainesmead Primary School Equality Policy

Philosophy

- We have in place a code of practice which enables all members of our school community to celebrate its diversity.
- Discrimination on the basis of colour, culture, origin, gender and ability is unacceptable in our school.
- Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
- An equal opportunities philosophy will be practised by all staff in line with Swindon Borough Council's Equal Opportunities Policy.

AIM

We aim to develop the children's awareness of the increasing diversity of the society in which we live. The children should be equipped to develop their own attitudes towards a pluralistic society.

An objective for our school is to educate, develop and prepare our children, whatever their gender, culture, colour, origin or ability, for life. As part of the schools equality duties the school will act to protect persons of all characteristics as identified in DfE advise.

To ensure that:

- Every individual in school has the chance to achieve their full potential.
- We can live in harmony and create a more equal society.
- Break down prejudices and build positive attitudes.
- To give a continuity of approach throughout the school.
- To make more caring and responsible members of society.
- To promote understanding and mutual respect of all members of society regardless of differences.

- To reduce discrimination by operating in a just and fair school society.
- We provide an environment in which racist assumptions, attitudes and behavior are continually challenged.
- To provide curriculum resources which avoid stereotypes.

Racism can be expressed and identified in many ways including:

Fear, low self esteem, ignorance, intolerance, misguided nationalist feelings, media presentations, literature, colonial attitudes (historical - negative assumptions), behavior issues (verbal/physical abuse, graffiti), patronising, behaviour, the hidden curriculum.

Sexism can be expressed and identified in many ways:

Low expectations, assumptions, sport and leisure, religion, labeling, literature, media.

Class prejudice may be identified in some of the following ways:

Material goods (dress, designer labels), self perception of class and place in the system (confidence, self esteem), ability to communicate (accent, vocabulary, dialect), stereotypes, income earners, family size, attitudes (social, lifestyle, activities), opportunities available (or lack of), health, power and influence, expected patterns of behaviour.

Physical discrimination

School needs to receive early information on any aspect of health which may affect the child/adult at school (from parents, the persons themselves, school health, G.P.s, Health Visitors, Speech Therapists etc.). Consultation with advisory and support teachers/agencies to ensure equal access in the classroom and school.

Some strategies include:

- Clear statements on the unacceptability of: name calling, bullying, abuse (verbal, physical).
- Activities of a non stereotypical nature (home corner/role play, apparatus).
- Give more time and space for talk (i.e. circle time). Give opportunity for individuals to discuss about how they are feeling.
- Encourage the sharing of experiences (cultural and other).

- Review/update resources so that the message given should represent the children.
- Role play experiences to include addressing age, disability, race and gender.
- Staff on playground duty to look for 'loners', assertive pupils, etc.
- Introduction of appropriate role models and visitors in school.
- Constructional materials - ensure that all pupils have equal access to all resources. Pupils may need specific encouragement/direction in the use of resources.
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Use of rewards and sanctions in accordance with the discipline policy.

Admissions

The school follows the LA/Governing Body Admission Policy, which does not permit gender, race, colour or disability to be used as a criteria for admission.

Registration

Children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination within the school should be treated seriously.

An initial discussion would then take place between the person making the allegation (could be alleged victim, friend, and witness) and first staff contact.

Immediate action may be taken to separately interview the alleged victim and to interview the accused pupil, ensuring confidentiality, if appropriate.

Incidents should be logged whenever they take place in the school. It should be explained to the offender why the behaviour is unacceptable.

Possible further action in school would be that the perpetrator makes

reparation/begins an IBP/ sanctions could be applied.

Incidents of racial harassment to be recorded by the Deputy Head on an Incident Form to be kept by the school and in child/children's file. Copies will be sent to the LA by the admin officer.

Where appropriate a parental meeting could be arranged between the perpetrator's family with appropriate staff.

Curriculum

All pupils have access to the school's curriculum. Staff must be aware that their own expectations affect the achievements, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive.

Language

Staff should be aware of the language and dialect spoken by the children and their families, in order that it is valued and respected. They should be allowed to use their home language, but should not use it to exclude others.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non racist and non sexist. Children should be presented with accurate information about similarities and differences between cultural groups.

Informing parents

Parents will be informed of areas of concern about a child's behaviour, attitude, lack of achievement informally initially by class teacher.

If these concerns persist then a member of the Senior Leadership Team may meet with parents. It may be appropriate to consider involving external support agencies.

Ongoing concerns may involve discussion with the Headteacher.

Please also refer to the Disability Equality Scheme.