



Fishbourne CE Primary School Equality Policy

Background

Of the 200 pupils at this school only a very small number come from minority ethnic backgrounds; a few have English as an Additional Language. There are several children who are classified as having a disability as defined by the Disability Discrimination Act.

School vision

As a Christian school we aim to ensure that everyone in our school has the opportunity to develop their personal, spiritual, academic and creative capabilities to the full. We believe in the importance of developing a life-long love of learning.

Our aims

To achieve this, we aim to:

- Create an environment where all members of our **school** community feel happy and secure, respecting themselves and others.
- Nurture the spiritual and moral development of the pupils, **respecting the faiths of others**
- Provide a broad and balanced curriculum.
- Help everyone **feel valued** in what they do and contribute to the fulfilment of others.
- Encourage all to grow in self-esteem, self-knowledge, self-control and independence.
- Encourage all to be involved in the life of the school and the wider community.

We are also committed to :

- ❖ Equality of opportunity for all staff and pupils (present and prospective)
- ❖ Promoting racial, gender and disability equality
- ❖ Opposing all forms of prejudice and discrimination

School Leadership

The leadership and Governors fully support equality for all members of the school community. Diversity is valued and respected. We aim to create an environment which respects individuals regardless of ethnicity, disability or gender. All potentially marginalized groups of children will receive appropriate support and monitoring to ensure progress is made.

Responsibilities

The Governing Body is responsible for ensuring that:

- ❖ The school fulfils its legal responsibilities in relation to the Equality Act 2010
- ❖ This policy is understood, implemented, monitored and reviewed

The Headteacher is responsible for ensuring that:

- ❖ This policy is accessible to all staff and parents
- ❖ All staff are aware of their role in promoting equality of opportunity
- ❖ Appropriate action is taken if any kind of discrimination occurs
- ❖ All incidents of racial bullying are reported
- ❖ The school adheres to recruitment and selection procedures which are fair and equal to all candidates

The staff (teachers and LSAs) are responsible for ensuring that:

- ❖ All stereotyping is challenged immediately
- ❖ That work is differentiated appropriately to ensure the inclusion of:
 - Girls and Boys
 - Pupils learning English as an Additional Language
 - Pupils from minority ethnic groups (including Travellers)
 - Gifted and Talented pupils
 - Pupils with Special Educational Needs

Policy into practice

We will ensure that these principles of equality of provision are put into practice in the following areas:

- ❖ Pupil progress and attainment

Pupil performance is monitored formally and informally throughout the year. Any pattern of underachievement of a particular group is addressed through targeted support.

❖ Behaviour, discipline and exclusions

The school expects high standards of behaviour from everyone. Procedures for rewards and sanctions are fair and applied equally to all. All staff will treat as unacceptable any language or behaviour that is clearly meant as racist / sexist (or that is potentially damaging to a minority group)

❖ Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which all pupils can contribute freely. Teaching styles respond to pupils' different backgrounds and abilities and pupils are regularly required to work in mixed ability collaborative groups.

Those pupils with sight / hearing loss need to be sitting where they can clearly see/ hear the teacher/ the board.

Diversity is celebrated and stereotypes are challenged. We do not make assumptions about children based on their gender or race. Texts highlighting characters from different racial/ religious backgrounds, or those that challenge gender/ disability stereotypes are used as appropriate. Tasks and responsibilities are distributed equitably in class and all pupils are expected to help keep the learning environment clean and orderly.

❖ The curriculum

At Fishbourne all children are entitled to a broad and balanced curriculum that builds on pupils' starting points and is appropriately differentiated to ensure success for all. PSHCE/ roleplay can play an important role in raising awareness and promoting discussion of disability/ gender/ racial issues, e.g. One World Week, Disability Awareness Week
Assembly themes can contribute towards challenging pupils' perceptions about the world and people in it. In our collective worship, diversity in God's world is celebrated.

❖ Admissions and attendance

The school's admissions process is fair and administered equitably under the stated admissions criteria. Comprehensive data about a pupil's ethnicity, first language, religion, special needs etc is included in all admissions forms. Attendance is monitored individually and in groups to track any disparities.

❖ Partnership with parents/ outside agencies

The school is committed to working with parents from all racial and religious backgrounds. All parents are encouraged to take an active role in the life of the school, by attending meetings and supporting fundraising and social events. Information is available in hard copy, via Parentmail and on the website and staff members are accessible to explain contents of letters as appropriate. User-friendly language is used in information-giving and parents meetings, and all parents are requested to show their commitment to their child's learning by signing the home-school agreement.

Outside agencies (e.g. Inclusion Support Team, Traveller Support, Educational Psychologists, Educational Welfare Office, EMAT) work with the school as appropriate to give advice, support and review the progress of pupils with a wide range of issues, to ensure barriers to learning are reduced.

❖ Discrimination

Pupils and staff are protected from direct or indirect discrimination under law in relation to :

Disability

Gender reassignment

Pregnancy/ maternity

Race

Religion

Sexual orientation

No-one should be victimised for:-

Making a claim of discrimination

Helping someone else make a claim

Monitoring and review

This policy is an update of the 2008 "Equal Opportunities" policy. It seeks to state the school's position on equality for all, with particular reference to racial, gender and disability equality. Attainment, attendance and exclusions in relation to different groups of pupils will be reviewed regularly.

It is closely linked to the following school policies:

- Special Educational Needs
- Disability Equality Scheme
- Learning and Teaching
- Rewards and Sanctions

- Anti-bullying
- Gifted and Talented Pupils
- School Vision

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