



COLLIS PRIMARY SCHOOL

EQUALITIES POLICY

STATEMENT OF INTENT

At Collis School, we are committed to promoting equality of opportunity and tackling discrimination in all its forms. We believe that discrimination on the basis of race, culture, religion, disability, gender and sexual orientation is unacceptable.

Our core values of achievement, respect, working co-operatively, participation, high expectations and hard work form the basis for excellence and future success for all. Each child is valued both as an individual and as a member of the school community.

We are committed to equal opportunities and by this we mean that all pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of race, culture, religion, disability, gender or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success.

We will also respect the equal rights of our staff and other members of our school community.

We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour.

The school's Anti Bullying policy sets out guidance for dealing with bullying behaviour.

AIMS AND OBJECTIVES

- All governors and staff should know what the policy is on equalities and follow it when discrimination is reported.
- All young people, parents and carers should know what the policy is and what they should do if discrimination arises.
- All members of the school community will challenge and act on all forms of discrimination that are witnessed or reported.
- We aim to prepare our children for life in a culturally diverse society, free from discrimination and prejudice.

DEFINITIONS

Discrimination: behaviours, practices and institutions which disadvantage groups or individuals on the ground of race, culture, religion, disability, gender and sexual orientation.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

Racial Incident: any incident which is perceived to be racist by the victim or any other person.

EQUALITIES DUTIES FOR SCHOOLS

RACE

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.
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In order to meet the requirements of this duty, we will monitor race equality within our Equalities Policy and assess the impact on pupils, staff and parents of different racial groups. We will report progress annually to the Governing Body and review every three years. Racist incidents are reported to the Local Authority termly.

DISABILITY

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We will:

- publish a disability equality scheme and action plan and we will involve disabled people where possible, in producing these
- demonstrate actions and outcomes
- report on progress and review every three years

The Disability Equality Duty (DED) came into force in December 2006.

This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

GENDER INCLUDING TRANS-GENDER

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

SEXUAL ORIENTATION

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

RELIGION AND BELIEF

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious

beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents.
We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

AGE

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the school's anti-bullying policy.

COMMUNITY COHESION

“The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”

(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

By ‘Community’ we mean:

- the **school community** – the pupils, their families and the school's staff
- the **community around the school** –the local community of people who live and work there
- the **wider community of Britain**
- the **global community** – formed by EU and international links.

We aim to be compliant with all of the above duties by monitoring and dealing effectively with incidents of harassment, by auditing the curriculum, monitoring attainment and ensuring equality of opportunity for all our pupils.

RESPONSIBILITIES

Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed
- Ensure that the policy is reviewed yearly

***it is advisable to have a named governor with responsibilities for 'equalities' as a whole)*

The Headteacher and Leadership Team are responsible for:

- Ensuring that the school Equality Scheme and its procedures are followed
- Ensuring that the policy is reviewed yearly
- Ensuring that the race, disability and gender equality plans are readily available and that all members of the school community know about them
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, disablist, homophobic, sexist or related to gender or religious beliefs

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

Parents, carers and pupils will be aware of the equalities policy, understand and comply with the school's expectation in relation to the equalities duties

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

ADMISSION PROCEDURES

In our admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation (see Admissions Policy).

THE CURRICULUM

We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community.

We aim to meet the needs of all pupils by differentiating appropriately.

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language, with guidance from the central EMTAS service.

ETHNIC MONITORING

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity.

We use ethnic data to monitor pupils' attainment and progress and to set targets

We provide data on language stages for our EAL pupils in line with requirements from the central EMTAS service.

We use ethnic data to monitor rewards, sanctions, exclusions and attendance.

BREACHES OF THE POLICY

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The leadership team have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils. The head teacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

REVIEWING AND MONITORING THE POLICY

The policy will be reviewed yearly alongside the equalities action plan.

PUBLICATION OF THE POLICY AND CONSULTATION AND FEEDBACK TO PARENTS AND CARERS

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request.

Consultation will be undertaken with parents and carers via CSA meetings and questionnaires. Feedback from the audit and review of the policy and any parental consultation will be given via the school website and letters home.

EXAMPLES OF GOOD PRACTICE

These will be shared with parents, carers, pupils, staff, governors, schools and the local authority, via the website.

e.g. Black History Month, cultural events, language days, anti-bullying events.

Cath O'Hara
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