

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Equality Policy

Equality of opportunity at Hollins Grundy Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community—pupils, staff governors and parents and is based on the following core values as expressed in the school’s mission statement and aims.

Happiness, Health and Respect for Confident, Creative Learners

Hollins Grundy Primary School aims:

- ✿ To create a happy, caring school where everyone is respected as an individual and learns to respect others.
- ✿ To stimulate and challenge children to enable them to become confident creative learners.
- ✿ To teach children to value and respect and engage with the community and the environment in which they live.
- ✿ To enable children to become healthy, responsible future citizens.

Leadership and management

The governing body and school leadership set a clear ethos which reflects the school’s commitment to equality for all members of the school community. The school promotes positive approaches to valuing and respecting diversity. All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents. Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Staffing

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy and it is part of the induction programme for new staff. The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.



Curriculum

The school believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum which builds on pupils starting points and is differentiated to ensure the inclusion of:

- ✿ boys and girls
- ✿ pupils learning English as an additional language
- ✿ pupils from minority ethnic groups
- ✿ pupils who are gifted and talented
- ✿ pupils with special educational needs
- ✿ pupils who are disabled

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Pupil Achievement and Progress

Pupil performance is monitored by formal and informal procedures and is analysed by ethnicity and gender. Monitoring is carried out by the leadership team at regular intervals. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support. The school ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

School Ethos

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant school policies.



Behaviour, Discipline and Exclusion

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Admissions and Attendance

Steps are taken to ensure that the school's admissions process is fair and equitable to all pupils. The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of individual issues. Provision is made for leave of absence for religious observation which includes staff as well as pupils. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

Partnership with Parents

All parents / carers are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is requested. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. Information material for parents/ carers is easily accessible in user friendly language and could be made available in languages and formats other than English if appropriate. The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

Responsibilities

The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation. The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented. The Head teacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Reviewing

This policy is regularly reviewed. It is linked with the school improvement plan and promotes race equality within the school. This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.



Race Equality Policy Statement

Introduction

The Race Relations Amendment Act 2000 places a new GENERAL DUTY on all public authorities to promote race equality. This general duty includes schools. The aim of the general duty is to make race equality central to the way schools work, to how they carry out their work and to all areas of their work. In particular, the general duty should influence all policy-making, service delivery, regulation or enforcement and employment practice.

The General Duty

Section 71 (1) of the Race Relations Act, as amended, places a GENERAL DUTY on all public authorities, including schools to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

The duty is obligatory and it must be applied to all relevant 'functions' (the full range of duties and powers). All parts of the duty are necessary to fulfil the general duty.

Specific Duties

As well as the general duty, the Home Secretary may introduce SPECIFIC DUTIES.

The specific duties for schools are to:

- Prepare a policy for promoting race equality
- Prepare an action plan detailing arrangements for fulfilling the general duty
- Maintain a copy of the policy and action plan, fulfilling the duties detailed within them
- Assess the impact of all policies on pupils, staff and parents of different racial groups, in particular, the impact on attainment levels of such pupils
- Monitor, by reference to their impact on staff and parents, the operation of such policies including, in particular, the impact on attainment of levels of such pupils

These specific duties do not replace the general duty but are meant to help schools meet the general duty.

Implementing the Policy

Race equality is essential to Hollins Grundy Primary School's aim to ensure the very highest achievement for all the pupils who attend our school.

Our core responsibilities to race equality are:

A. Governing Body

- Ensuring that the school complies with Race Relations legislation, including the general and specific duties
- Ensuring that the policy and its related procedures and strategies are implemented giving details of the governor who has lead responsibility for racial equality

B. Headteacher

- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented



- ✿ Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- ✿ Reporting all incidents of racist behaviour to the governing body and to the LA

C. All Staff

- ✿ Dealing with and reporting racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- ✿ Not discriminating on racial grounds
- ✿ Ensuring that pupils from all racial groups have full access to the curriculum
- ✿ Promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

Gender Equality Policy Statement

Legal Requirements/Role of Governing Body

By law, schools have a general duty to promote equality of opportunity between men and women, and to eliminate unlawful sex discrimination and harassment.

They also have specific duties to:

- ✿ prepare and publish a gender equality scheme, setting out its objectives (including addressing the causes of any identified gender pay gap) and how the duties will be fulfilled.
- ✿ consult stakeholders on the gender equality objectives
- ✿ gather and use information for impact assessments of how the school's current and proposed policies and practices affect gender equality in its workforce and delivery services
- ✿ implement the actions set out in the scheme within three years, reporting against the scheme every year and reviewing it at least every three years.
- ✿ This document sets out Hollins Grundy's Gender Equality Policy and Scheme. It sits within our overall Equality Policy, alongside our other specific policies in that area.

Aims

At Hollins Grundy we aim;

- ✿ to provide each pupil with equal access to an education which will enable him or her to utilise his or her talents to the full, regardless of gender, and which achieves the five outcomes in "Every Child Matters"
- ✿ to promote gender equality among adults involved within the School, and eliminate any unlawful sex discrimination and harassment, in the employment and pay of staff, the management of volunteers, the work of governors, and relationships with parents and the community
- ✿ to ensure that good gender equality practice permeates all aspects of school life, applies to all children and adults, and offers good role models
- ✿ to raise awareness among children and adults of gender equality issues occurring inside or outside the School environment
- ✿ to foster understanding and respect between the sexes
- ✿ to monitor the achievement of our aims and objectives, and respond promptly and effectively to any concerns about their achievement.

To meet these aims, we will:

- ✿ ensure equal opportunities for participation and achievement in all aspects of School life, challenging any gender stereotypes
- ✿ monitor pupil participation and achievement by gender, within the curriculum and in extra-curricular activities, including physical activities and creative and performing arts, and take steps to address any inequalities
- ✿ monitor any harassment or bullying of pupils by gender, and take steps to address any inequalities

- ✿ ensure that gender issues are considered when selecting teaching and learning topics, acquiring resources, or making changes in the School's organisation or environment
- ✿ establish and monitor gender equality requirements in our policies on staff recruitment, pay and other conditions, personal development and training, promotion, responsibilities, flexible working, grievance and disciplinary procedures, bullying and harassment; and take steps to address any inequalities
- ✿ ensure that gender equality issues in the work of the governing body, and in the roles and management of volunteers, are reported to the Governing Body
- ✿ ensure that gender equality issues are considered, and acted upon, in our accessibility to and relationships with parents and the wider community.



Disability Equality Policy Statement

Role of Governing Body

Under part 5A of the Disability Discrimination Act (DDA) governing bodies are required to;

- ✿ Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to

In addition, duties in Part 4 of the Disability Discrimination Act require the governing body to increase access to education for disabled pupils in 3 ways:

- ✿ Increasing the extent to which disabled pupils can participate in the school curriculum;
 - ✿ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - ✿ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. through the use of ICT, audio files, large print and other formats.
- ✿ Some children at Hollins Grundy may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- ✿ The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.
- ✿ In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Additionally children may be provided with individual programs or interventions in order to help them to overcome barriers presented by their disability.