



Equality and Diversity Policy

Introduction

Thorntree Primary School is a welcoming and caring school in an area of high unemployment and social disadvantage. Our whole school ethos is based on valuing and respecting every individual. We aim to provide a safe, secure and happy environment, which is free from bullying, harassment and prejudice to enable everyone to reach their full potential. We are committed to providing social inclusion and equality of opportunity for all.

Our understanding of equality of opportunity

Equal Opportunities is, above all, about equality of access. We consequently aim to create a school community characterised by fairness and justice. Equal Opportunities is also about celebrating diversity within the school and the wider community thereby ensuring that individuals and groups can develop in the ways they choose.

Most commonly, equal opportunities has something to do with everyone having the same chance to develop themselves to their full potential. Factors such as age, disability, gender, marital status, race, religion, socio-economic background and sexual orientation should not dictate an individual's opportunities.

Equal opportunities is about maximising the potential of all the members of our school community irrespective of their socio-economic background. Equality of opportunity allows us to make life choices and to develop talents thereby ensuring no-one is disadvantaged or discriminated against.

Equal opportunities is entrenched in everything we do and should be addressed and embraced by everyone.

Aims and Objectives

As a result of this policy we will:

- Ensure that all members of the school community feel safe, secure and happy and expect children to work together in a constructive and positive manner
- Ensure that equality of access to all aspects of school life exists for everyone
- Children will have the opportunity to learn about the harmful effects of prejudice, religious prejudice, ageism, homophobia and stereotyping
- Actively develop the self-esteem and the self-respect of all members of the school community
- Ensure that educational provision is relevant and accessible to our increasingly diverse society
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping when they occur and ensure they are dealt with in an effective and consistent manner
- Ensure that the curriculum actively promotes equality of opportunity for all regardless of age, disability, gender, race, religion, and belief, socio-economic background and sexuality

- Resources will portray people of all ages, beliefs and religions in ways that are positive and non-stereo-typical
- People will be welcomed and valued no matter their age, belief, religion or sexuality
- Actively engage the support and the commitment of the whole school community in achieving the above aims.

Relevant legislation and best practice advice:

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swan Report into the Education of Minority Ethnic Children
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
- 2005 Disability Discrimination Act
- 2006 Equality Act
- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on social inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and re-integration)

Guidelines - Disability / Learning Difficulties / Special Needs:

We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with other children.

In our school we will:

- Ensure children access all facilities and resources available within the school appropriate to their age, aptitude and ability
- Ensure children have the opportunity to access all the facilities and the resources available within the school to allow them to access the same broad, balanced curriculum as other children
- Have a fully integrated education alongside other children
- Keep detailed records of the academic progress being made by children with disabilities/special needs/learning difficulties
- Work in partnership with parents and carers to ensure that children with disabilities/special needs/learning difficulties benefit fully from their time spent in school

- Target and utilise resources to ensure children with disabilities/special needs/learning difficulties fulfil their potential
- Ensure early intervention, target setting and regular monitoring of children with disabilities/special needs /learning difficulties is routine practice
- Make appropriate use of local authority support services and other external providers of support to ensure that children with disabilities/special needs/learning difficulties fulfil their potential
- Ensure early identification of children with emotional / behavioural difficulties takes place. Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

Guidelines - Gender:

In our school we will:

- Ensure registers do not separate boys from girls because children will be listed alphabetically
- Ensure all children will have equal access to all curricular opportunities and activities
- Expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between boys and girls diminishes
- Expect all children to work together in a constructive and positive manner
- Ensure that boys do not dominate such things as the playground, the construction toys, the climbing apparatus, or computers, and that girls do not dominate such things as the home corner or the dressing up clothes
- Ensure new resources show girls, boys, women and men involved a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, read stories and poems which challenge gender stereotypes both in class and during acts of collective worship
- Discourage the use of sexist language and commend children when they challenge such language
- Expect exactly the same standards of tidiness and politeness from boys as from girls

Guidelines - Race:

In our school we will:

- Strive to eliminate all forms of racism and racial discrimination
- Promote equality of opportunity, regardless of race, ethnicity or religion
- Promote good relations between people of different racial and ethnic groups
- Seek to educate children in a manner which promotes community cohesion in a multi-cultural society
- When appropriate, celebrate, through the curriculum, cultural diversity and promote racial harmony
- Discuss bullying and prejudice, and things that people share in common, as well as things that make us different and special
- Deliver lessons and activities linked to a variety of festivals reflecting our diverse society

- Use resources which portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical
- Ensure accurate information is kept about ethnic origin, first language and religion of all children
- Meet the dietary needs of all children
- Welcome and value members of cultural and ethnic groups
- Deal with racist incidents in an effective and consistent manner
- Encourage staff to take part in training to deepen and broaden their understanding of issues to do with race equality
- Develop a race equality file which includes all relevant policies and guidelines, examples of lessons which address race equality issues; relevant articles from magazines; and photographs of activities, visits or visitors reflecting cultural or racial diversity

Guidelines - Socio-economic background:

In our school we will:

- Provide children with “real life” opportunities and a curriculum enriched by visits and visitors
- Make appropriate use of local authority support services to ensure that all children fulfil their potential
- Track children’s academic achievement according to socio-economic background
- Target interventions to ensure the gap closes between children of differing socio-economic backgrounds
- Deliver lessons to promote aspirations
welcome and value people regardless of their socio-economic background
- Ensure visitors to school promote choices, freedoms and aspirations for all, regardless of socio-economic backgrounds

All children irrespective of age, disability, gender, race, religion, and socio-economic background:

- Will have access to the same broad, balanced and relevant curriculum
- Will have access to all the facilities and the resources within school
- Will be involved in decisions made about their care and education
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality

The role of the Head Teacher

It is the head teacher's role to:

- Ensure that the school's policy on Equal Opportunities is implemented effectively
- Ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against
- Promote the principle of equal opportunity when developing the curriculum for children, and in providing opportunities for professional development for staff

- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy

The role of The Governing Body

In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all children are making the best possible progress and that no group of children is underachieving.

To do this we monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parents' and children' questionnaires

The governing body will also:

- Ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at the school
- Welcome all applications to join the school, whatever background or minority group a child may come from
- Take all reasonable steps to ensure that the school environment properly accommodates people with disabilities
- Ensure that no child is discriminated against whilst in our school on account of their gender, religion or race
- Monitor the effectiveness of this policy

Monitoring and evaluation

Staff and the Governing Body will monitor and evaluate the Equality and Diversity Policy and will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

Policy Adopted by the Governing Body: September 2018
Review: September 2019