



# **Equality Information and Objectives**

**(public sector equality duty)**

**September 2017**

(To be reviewed annually)

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## **1 Aims and objectives**

- 1.1** We do not discriminate against anyone, be they staff, pupil or Governor, on the grounds of their gender (including gender reassignment), age, race, colour, religion or belief, sexual orientation, disability, disadvantage, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.
- 1.2** We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3** We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4** We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5** We ensure that all recruitment, employment, promotion and training systems are fair to all staff and provide opportunities for everyone to achieve.
- 1.6** We challenge stereotyping and prejudice whenever it occurs. (For pupils, staff and governors)
- 1.7** We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8** We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## **2 Anti-racism**

- 2.1** It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we would act immediately to prevent any repetition of the incident.
- 2.2** We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. This is looked at through Topic (History/ Geography) and in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. It is also taught in the PSHE curriculum when learning about respect for others and similarities/ differences. As a school we promote learning days and weeks whereby the children will celebrate a specific country or culture and complete work through this.
- 2.4** It is the right of all adults within the school (staff, governors and visitors) to enter the school environment free from racism. Should a racist incident occur, we would act immediately to prevent any repetition of the incident.
- 2.5** Should anyone at our school be a victim of racism, we will do all we can to

support that person in overcoming any difficulties they may have.

### **3. Anti Sexism**

**3.1** Sexism is discrimination on the basis of gender. It refers to the ways in which attitudes, practices and structures lead to inequality between the sexes. These are not always expressed in conscious or overt ways. Sexism is complex and multi-layered. It describes prejudiced attitudes, values, behaviours and expectations, which limit the achievements and life experiences of women and men.

**3.2** Armitage C. E. Primary School will not tolerate any oppression of one person by another, or the wilful, conscious desire to hurt, threaten, frighten, tease or ridicule any person. (For pupils, staff, governors and visitors)

**3.3** It is the responsibility of each member of staff to be fully aware of Armitage C.E. Primary School Anti-Sexist policy, and to approach their work in such a way as to ensure, as far as possible, that all the children have an equal opportunity to benefit from their experiences at school.

**3.4** This does not necessarily mean that all children should be treated equally; because sometimes we need to provide situations where girls are given time and experiences separate from boys.

**3.5** It is the right of all adults within the school (staff, governors and visitors) to enter the school environment free from sexism. Should a sexist incident occur, we would act immediately to prevent any repetition of the incident.

**3.6** It is our responsibility to:-

- \* Promote and encourage participation of all children in all aspects of the school experience,
- \* Be aware of very powerful signals given to children in respect of our behaviour, attitudes and expectations, particularly in relation to any apparent differences in performance,
- \* Not use the gender of the children as a means of classifying or grouping them in any way,
- \* Neither use nor tolerate the conscious or unconscious use of sexist attitudes or language,
- \* Refrain from the use of overtly sexist books and materials, but to replace as necessary.

### **4 The role of governors**

**4.1** The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

**4.2** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

- 4.3** The governors welcome all applications to join the school, whatever background or disability a child may have.
- 4.4** The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

## **5 The role of the headteacher**

- 5.1** It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and s/he is supported by the governing body in so doing.
- 5.2** It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 5.3** The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- 5.4** The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 5.5** The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

## **6 The role of the class teacher**

- 6.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 6.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 6.3** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 6.4** All our teachers challenge any incidents of prejudice or racism. We record any incidents in the school logbook, and draw them to the attention of the headteacher and the Anti-Racist Procedure comes into play. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Any incident, reported or witnessed, must be dealt with as quickly as possible.

Adults are expected to: -

- a) Listen carefully and record all incidents;
- b) Offer the victim immediate help by putting the school's procedures into operation;
- c) Make the unacceptable nature of the behaviour and the consequences for any repetition very clear to the offender.
- d) Log incidents.

## **7 Monitoring and review**

**7.1** It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by: -

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

**Agreed by staff and Adopted by Governors**

**Date September 2017**