

## 1 Introduction

**1.1** Our mission statement makes clear the value we place on the individuality of all our children and school community. We are committed to giving all our children equal and every opportunity to achieve to the highest of standards. This means that we do not simply treat everybody the same, but rather we understand and tackle different barriers which could lead to unequal outcomes for different groups of pupils. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We celebrate and value the equal opportunity achievements and strengths of all members of the school community irrespective of ethnicity, national origin or status, different communities, attainment, age, disability, gender or background. We are committed to developing a culture of inclusion, support and awareness in the school. We aim to reflect the multi-ethnic and diverse nature of our society and ensure that the education we offer fosters positive attitudes to all people.

**1.2** This policy reflects the general and specific duties on schools as detailed in:

- The Race Relations Act 1976
- The Race Relations (Amendment) Act 2000.
- The Human Rights Act (200)
- The Children's Act (2004)
- The European Directives
- The Equality Act (2006 and 2010) and amended the requirements of Equal Pay Act (1970) and the Sex Discrimination Act (2005)
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religions or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation.

**1.3** The General Duty requires us to have due regard to the need to:

- eliminate discrimination of any kind;
- promote equality of opportunity;
- promote good relations between people of different racial groups, with different beliefs, ability, age, disability, gender or background.

**1.4** The specific duties require us to:

- prepare a written policy on equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different groups including, in particular, the impact on attainment levels of groups of pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

## 2 Aims and objectives

**2.1** In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;

- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- assessing and reviewing the learning of all pupils to ensure that all groups of children are making the best possible progress and adjusting any learning to address any inconsistencies.
- actively tackling discrimination and promoting equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and discriminative behaviour;
- identifying clear procedures for dealing quickly with incidents of discriminative behaviour;
- recording aggressive and discriminative behaviour as appropriate;
- making pupils and staff confident to challenge discrimination and aggressive behaviour.

### **3 Teaching, learning style and environment**

**3.1** We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. All pupils are encouraged to improve on their achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure desired outcomes, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- use materials that reflect "the reality of an ethically, culturally and sexual diverse society" without stereotyping;
- show positive images of males and females in society including people with disabilities;
- promote attitudes and values that will challenge discriminative behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity, of other cultures and backgrounds appreciate human rights and inclusion.;
- seek to involve parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.
- place a high priority on the provision of special educational needs and disability. We aim to meet all pupil's learning needs including the more able by carefully assessing and administrating programmes of work (see SEN policy and Disability Equality Scheme)
- provide an environment in which all pupils have equal access to all facilities and resources;
- use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.
- provide extra-curricular provision which support the schools commitment to equal opportunity provision
- provide support for bilingual pupils to access the whole curriculum;

### **4 Accessibility**

At Rudheath Primary, we are committed to equal access to all of our community.

This includes:

- a curriculum which is accessible for all pupils;
- to ensure that all pupils with a disability are as equally prepared for life as pupils including teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary which covers improvements to the physical environment of the school and physical aids to access education;
- Improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities including the use of a QR code on important documentation;
- ensuring that where appropriate, staff will visit the home of the children for meetings so that parents can participate in full.

## 5 Tackling harassment and discrimination

**5.1** Any incident of harassment or discrimination is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to property or lack of co-operation in a lesson, due, for example to ethnicity. Any adult witnessing an incident or being informed about an incident must follow the agreed behavior policy:

- stop the incident and comfort the victim
- reprimand the perpetrator (or in the case of an adult speak to the HT) and inform the victim what action has been taken
- if the incident is witnessed by other pupils, tell them why it is wrong
- report the incident to the relevant person who will inform the Principal
- Accurately record the incident on CPOMS for monitoring purposes
- In the case of a child inform the class teacher(s) of both the victim and the perpetrator before informing both sets of parents, if appropriate.

**5.2** The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum - Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of their background, ethnicity, disability, gender or ability. Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.

If appropriate, incidents of discrimination are recorded on the school reporting system. All racist incidents are now recorded and reported to Focus-Trust and to the governing body by the Principal.

## 6 Policy impact

**6.1** We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

**6.2** We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the

information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

- 6.3** School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
- 6.4** As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
- exclusions;
  - incidents of racism, racial harassment, discrimination and bullying;
- 6.5** We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school and this includes some questions about the success of our policies in promoting their involvement in their children's learning.
- 6.6** Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## **7 Staff recruitment and development**

- 7.1** All posts are advertised in line with recruitment policies and practices.
- 7.2** All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality. Training is linked to priorities within the school's strategic plan. Induction for new staff includes an element on equality.
- 7.3** The school is required to supply Focus-Trust with employment data related to groups employed by the school.

## **8 Partnerships with Parents /Carers and Community Cohesion**

At Rudheath Primary Academy we foster positive attitudes and relationships and a sense of cohesion and belonging. We are committed to reach out to all diverse groups within our immediate community and beyond.

We do this by:

- all parents and helpers being encouraged to participate at all levels in the full life of the school
- encouraging members of the local community to join in school activities
- actively enriching the curriculum by inviting into or visiting the community
- employing a family liaison officer to work with families as needed.

## **9 British Values**

Promoting British Values at Rudheath Primary Academy

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). At Rudheath Primary Academy these values are reinforced regularly and in the following ways:

**Democracy** – This is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and annual questionnaires. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

**The Rule of Law** – The importance of laws, whether they be those that govern the class, the school or the country are reinforced at Rudheath Primary Academy. Pupils are taught from an early age the rules of the school. These are our School Rules, Playground Rules and Safety Rules. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

**Individual Liberty** - At Rudheath Primary Academy, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-Safety and PSHE lessons.

**Mutual Respect** is one of the core values of our school and it is deeply embedded in all that we do at the school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Rudheath Primary Academy underpins our work every day both in and out of the classroom.

**Tolerance of those of Different Faiths and Beliefs** - Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Rudheath Primary Academy enhances pupils understanding of different faiths and beliefs through religious education studies, assemblies and P.S.H.E. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## 10 Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches other school policies are dealt with, as determined by the Principal and Governing Body.

Written: May 2015

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