

Yardley Primary School – Equality Policy

The single public sector equality duty [Equality Act 2010] requires public authorities to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The duty covers all seven equality strands: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.

Statements of Principle

- Discrimination on any basis is unacceptable
- Every person in school must contribute towards a happy and caring environment by showing respect for and appreciation of each other
- There must be fairness for all
- We must value and respect people within our community

Aims of the Plan

- To make equality of opportunity a reality for all staff and pupils
- To develop pupil's and staff awareness of equality and our diverse society
- To encourage pupils to have positive attitudes and equip them to take their place within a multi-faith, multi-race and multi-cultural society
- To give pupils and staff a good understanding of what equal opportunities means
- To give pupils appropriate levels of support to enable pupils and staff to succeed
- To eliminate any actions, words or practices that contribute to inequality whether they intend to offend or not
- To ensure that our community understands the implications and harmful effects of discriminatory behaviour
- To ensure our employment procedures are not discriminatory
- To ensure learning policy and practice is not discriminatory

Inclusion

In order to be inclusive we will have due regard to legislation and the needs of different groups within our school:

Promoting Equality

We will achieve equality by continually reviewing what we do and by asking ourselves key questions:

For Pupils:

- Do all of our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

For Staff:

- Is our employment policy and practice fair and not discriminatory?

- Are there differences in workload or success for different groups?
- Do all have access to appropriate development opportunities?
- What are we doing for those that are not achieving their best?
- Are our actions effective?

Ways We Promote Equality

- We provide an environment that enables all members of our school community to identify individual skills and knowledge, to discuss difficulties and to share in developing policies and practices.
- We are committed to developing and extending good practice and promoting equality for all.
- In the planning and teaching of our curriculum we ensure that all groups' and individuals' needs are addressed taking into account gender, race, culture, faith and special educational needs.
- In the recruitment and promotion of staff we ensure that all groups have equal chances.
- We monitor our practices across the school to ensure that we are promoting equality of opportunity.
- Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- We provide a wide variety of experiences for the children during their time at the school including activities, visits, performances, etc. that reflects our diverse society.

Plan: To monitor and review the quality and impact of our work on Equality Issues

The governing body and Headteacher will monitor the effectiveness of the Equality Practice

This includes:

- Monitoring the progress of individual pupils and groups and comparing it to the progress made by other pupils in the school.
- Monitoring the staff appointments process, so that no one applying for a post at this school is discriminated against
- Taking into account serious consideration any substantiated complaints regarding inclusion and equality from parents, staff or pupils
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups and those who are vulnerable are not unfairly treated
- Apart from the general monitoring of relationships within the school and the setting of good examples from all children and adults there will be systems of recording in place. These will ensure that potentially adverse issues centring on gender, ethnicity or ability do not compromise the emotional development or academic achievement of children.
- We will systematically analyse data on children's academic performance in terms of gender, ethnicity and ability groups
- We will monitor children's social development and behaviour through a variety of means and record concerns and actions taken
- Monitoring staff training and professional development opportunities to ensure everyone is treated fairly
- Monitor the progress of all individual staff and groups and compare to other staff

Ensure the school makes reasonable adjustments to the school site and buildings where necessary to promote equality.