



## Equality Policy

### Context

The Single Equality Act, which came into place October 2010, brought together the race, disability and gender duties into one single Equality Duty. The Equality Duty is a duty placed on public bodies such as Coleridge Primary School to ensure that it considers the needs of all pupils and staff in the day-to-day running of the school when shaping policy and delivering services. The Equality Duty encourages schools (public bodies) to understand how different people will be affected by their activities, so that policies and services are appropriate and accessible to all and meet different people's needs.

The Equality Duty covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

The school recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act. This Equality Policy is inclusive of our whole school community – pupils, students, staff, parents/carers, visitors and partner agencies – who are engaged with, who are involved in and who contribute to its development.

### Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community.
- To ensure that those with leadership responsibility and individual members of staff, accept responsibility for planning teaching, learning and the curriculum and that this policy is applied to all we do.
- To increase transparency so that learners and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action are funded where needed.

### Strategies

- Citizenship and Values Education is part of our curriculum. Lessons are planned and taught to ensure that addresses and eliminates discrimination and celebrates diversity. The staff team will raise awareness of issues around diversity and equality through INSETs, assemblies, planning, running events and communication with parents and carers.

- P4C (Philosophy for Children) will be used across the school as a vehicle for teaching PSHE and Citizenship lessons. This will, in turn, improve critical thinking, speaking and listening skills across the school.
- Continuous monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that their planning, teaching and learning, takes account of this policy and they will see that the equity duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- INSET/training opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

### **Outcomes**

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

The Single Equality Policy will be evaluated and reviewed annually. We measure the outcomes by surveying children, staff and parents, by monitoring the behaviour of children and the number and types of incidents that occur.

We aim for children to leave Coleridge Primary School with an open mind and a clear understanding of community and citizenship. They will have awareness and a good understanding of differences and treat people equally.

November 2017

## Supporting document for Single Equality Policy

1. Continuous monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

- Monitoring of individual achievement and analysis of groups, gender, ethnicity, SEND, FSM (free school meals), Pupil Premium, looked after children, will take place each half term. Interventions are put in place to address any concerns such as Better Reading Partners, Istclass@number, Talk-boost, writing interventions, involvement of parents, school counsellor.
- Monitor individual involvement in extracurricular activities e.g. sports, nurture groups, bee keeping, and booster clubs and encourage participation by inviting children to ensure equality of opportunity.
- All staff report any incidents of discrimination such as homophobic behaviour and language, racism, stereotyping – analysis of incidents and discussion of appropriate activities to do with children/adults to address the issues.

2. Parents and governors will be involved and consulted about the provision being offered by the school.

- Newsletters and school website update parents/carers and governors about provision and upcoming events
- Curriculum evenings/workshops are run throughout the year to inform parents/carers and governors about the learning and teaching in school, behaviour strategies, inclusion.
- Open door policy for parents/carers to raise any ongoing concerns to class teacher, Leadership Team or Senior Leadership Team.
- Annual consultation of parents and governors about what we do well, what we need to improve.

3. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.

- P4C will be used as a teaching method across all year groups to address issues around equality and diversity.
- Staff focus on getting to know each child and their family, their strengths and areas for development, emotional needs and physical needs.
- Year groups plan together and ensure curriculum is inclusive and provides all children with equality of opportunities, adapting teaching and learning to meet individual needs.
- Staff are informed about individual children's circumstances to ensure they are looked after and support every child to feel safe and secure at school.
- PSHE and P4C lessons are planned to inform and support children develop their emotional well-being and understanding of the world.
- Assemblies focus on equality issues and School Development Plan areas and allow a time for reflection.

4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

- Themed weeks will run to raise awareness of equality issues such as Black History Month and Families Week.
- Staff focus on getting to know each child and their family and their heritage and culture is recognised and celebrated.
- Parents and community groups are invited into school to share their knowledge/skills.
- The International Primary Curriculum is followed which has a focus on local, national and global links.
- Spanish is taught to all children from Reception upwards and other languages spoken by the school community are recognised and welcome signs displayed.

5. INSET/training opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

- Training sessions are run on specific disabilities children may have such as dyslexia, autism, social and communication difficulties and social and emotional problems. Staff can discuss concerns with SENDCo and School counsellor.
- Training on the use of homophobic language and behaviour
- Training on race equality
- Training on attachment
- Equality issues an agenda item on Year Team Meetings and Governing Body meetings.

6. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

- Parents and community groups are invited into school to share their knowledge/skills.
- Parent participation and involvement is valued throughout the school.
- Training opportunities for parents who would like to volunteer at school with reading, handwriting, maths intervention, art classes.
- Parents invited to help in the library, running dance and drama sessions, book clubs.

7. The positive achievements of all pupils will be celebrated and recognised.

- Behaviour policy focuses on positive reinforcement of good behaviour
- All children have individual and collective rewards - Golden Book, receiving certificates, Tea with Mr C and Golden Time with their class.
- Children are encouraged to share their experiences and achievements by talking to their class or in a showing class assembly.
- Several extracurricular activities are offered to the children so they have the opportunity to succeed.
- Music, art and sport are valued and all children are provided with several opportunities to develop and succeed.