



# Reedley Primary School

## Equality Policy

*Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.*

*(Mission statement)*

This Equality policy outlines the commitment of the staff, pupils and governors Reedley Primary School to ensure that equality of opportunity is available to all members of the school community. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils and staff in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents / carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

The promotion of equality of opportunity is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Reedley Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **The school aims for equality:**

- Equality is just as important as academic learning.
- Every person should be expected to behave as well as they can and to achieve as highly as they can.
- All people should be respected, whether they are boys or girls, adults or children, or have special needs, follow a religion or choose not to, and for the choices they make about how they live their life.
- People need the right support to allow them to do their best or complete a task.
- Adults have more responsibilities than children but are not more important.
- Rewards should reflect the effort a person has put in.

## **The School in Context**

The school building is physically accessible to wheelchair users and people who rely on crutches or walking frames.

## **Ethos and Atmosphere**

- At Reedley Primary school, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and / or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity, and are frequently monitored by the school Leadership Team on a half termly basis.
- Provision is made to cater for the spiritual needs of all the children through planning of collective worship, classroom based and externally based activities

## **Monitoring and Review**

Reedley Primary School is an inclusive school, working towards greater equality in the whole school community. The curriculum and teaching techniques are used to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

A range of equality information is collected in relation to the pupils and analysed by ethnicity, disability, gender and eligibility for free school meals. Data includes: attainment data, attendance data, exclusions, complaints of bullying and harassment and involvement with extended learning opportunities.

Regular assessments of pupils' learning are made, and staff use this information to track pupils' progress, as they move through the school. As part of this process, staff regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans, as necessary.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement

- Participation in extended learning opportunities

Monitoring activities enable staff to identify any differences in pupil performance and provide specific support as required, including pastoral support, allowing staff to take appropriate action to meet the needs of specific groups in order to make necessary improvements. Reedley Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. The leadership team and governors aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of our community.

## **Developing Best Practice**

### **Learning and Teaching**

Staff aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- 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.
- Identify resources and training that support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

## **Curriculum**

At Reedley Primary school, staff aim to ensure that:

- Planning reflects the commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity. Examples of this include use of music and art from a range of cultures.
- Pupils have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.
- Children in Year 5 and Year 6 will be made aware of all 9 of the protected characteristics from the Equality Act 2010. This will be covered in assembly, along with information about discrimination, abuse, equality and diversity in relation to the characteristics. They are also displayed in the corridor for Y5 and Y6 to refer to.

## **Resources and Materials**

The provision of good quality resources and materials within Reedley Primary school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of school community.

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

## **Language**

Staff recognise that it is important at Reedley Primary school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

### **Extended Learning Opportunities**

Staff provide equal access to all activities from an early age, undertaking responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

### **Provision for Bi-lingual Pupils**

Staff make appropriate provision for all EAL / bi-lingual children / groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.
- Use first language effectively for learning.

### **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils / staff / parents / carers are given support, as appropriate, when they experience discrimination.
- Staff recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

Staff recognise the need for positive role models and distribution of responsibility among staff.

- The leadership team encourage the career development and aspirations of all school staff and provide them with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However, this would not apply for all staff in school.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents / Carers / Families and the Wider Community**

Staff work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equality duties.
- Members of the local community are encouraged to join in school activities.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

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Objective	Action	Evaluation
<p>For children to understand diversity and to raise awareness of everybody being equal regardless of skin colour.</p>	<p>1 Aim to get a variety of speakers into school to raise awareness of diversity issues.</p> <p>2 For children to work alongside children from other schools with different ethnic backgrounds.</p> <p>3 Writing letters/cards and hopefully visiting the other schools at various times of the year.</p> <p>4 PSHE to continue to promote the similarities between Christians and Muslims.</p> <p>5 To host an RE fair with people from different religions. Children to move around in a carousel and ask a range of questions to each of the adults.</p> <p>6 Y3/4 To deliver Eid assemblies Rec/1 Nativity Y2 Easter (sim and diff of Easter and Ramadan) Y5 Assembly with findings from RE Fair</p> <p>All religious festivals are talked about over the course of the year.</p>	
<p>To raise awareness of equality across school based on the Protected Characteristics</p>	<p>SB to deliver the assembly about Protected Characteristics</p> <p>Range of books based around this topic to be available for Y5/6</p> <p>Protected Characteristics are covered in Picture News and First News (KS2)</p>	