



Equalities Policy

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1. Introduction

Statement / Principles

This policy outlines the commitment of the school staff and Governors to promote equality and community cohesion. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access for all pupils and that the diversity within the whole school community is celebrated and valued.

At Aldersbrook Primary School (APS) we believe that equality should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, valued and of equal worth. We understand that pursuing excellence for our pupils goes hand in hand with pursuing justice and equality.

This policy has been drawn up as a result of discussions with pupils via our school council and questionnaires; with parents via coffee mornings, questionnaires and SEN Reviews; with staff via questionnaires and weekly meetings; with governors via feedback from Governing Body meetings and is then shared with the whole community.

This policy is broad in scope and some areas legally require an action plan*; these are attached to this policy. It is an overarching policy covering the following six equality strands:

- Race Equality* (includes recording, responding and reporting racist incidents)
- Gender Equality * (includes action plan)
- Disability Equality * (includes an accessibility action plan)
- Religion/belief
- Sexual orientation
- Age Equality

2. The School Aims

Aldersbrook Primary School (APS) is a large primary school serving a wide and vibrant community. We view this as strength and seek to ensure this is reflected and incorporated into our curriculum. We are an inclusive school and welcome all pupils and adults regardless of race, gender, language, religious belief, sexual orientation, class or cultural background.

We strive to ensure that our curriculum prepares pupils for life in a diverse society and we use opportunities to reflect the background and experiences of pupils and families within our school.

3. Race Equality Statement of Intent

3.1 We are fully committed to race equality. There are opportunities in our curriculum to explore concepts and issues relating to identity and equality. Through our work we promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.

3.2 The school recognises that racial discrimination exists in society and aims to counteract this by publicly supporting ethnic, cultural, religious, linguistic and social diversity. Good personal, community and race relations are actively promoted alongside community cohesion.

3.3 Clear procedures are in place to ensure that racist incidents, discrimination and harassment are dealt with promptly, firmly and consistently. If an incident occurs then a Racist Incident form is completed and sent to the Deputy Head; actions are taken and the form is stored in a file in the Deputy Head's Office. These incidents are monitored with appropriate actions and reported to the Governors on a termly basis.

Please see Appendix A for recording and reporting of racist incidents.

3.4 The school is committed to addressing racial discrimination in all its forms. This is reflected in our policy for appointing staff and governors and supporting pupils and parents.

3.5 Recruitment and selection procedures are consistent with the statutory race relations code of practice in employment. We follow the policies of the London Borough of Redbridge in reference to employment, pay and personnel practice.

3.6 The school environment, including displays, uses images and materials which positively reflects the range of cultures, identities and lifestyles of our community.

3.7 Curriculum planning takes into account the diverse ethnicity, background and language needs of all its pupils. This is monitored by the school on a regular basis by the Curriculum leader.

3.8 Teaching methods encourage positive attitudes towards ethnic difference, cultural and diversity and racial equality. The school actively ensures that all resources are inclusive.

3.9 All staff have equal access to training and this is reviewed by the Headteacher on an annual basis. Professional development meetings and appraisals takes place for all staff.

3.10 The school recognises the importance of language to a child's sense of identity and esteem and celebrates the home languages of all pupils. We do this through a number of strategies including a focus on language of the half term.

3.11 We are also aware of the languages spoken by pupils' parents and the school community and, when needed, use translators. The majority of staff are bilingual and actively use their skills to engage parents and pupils.

3.12 The school recognises that all parents are a valuable resource and we value their contribution to school life.

3.13 All pupils have the opportunity to participate in festivals celebrating different faiths and provision is made for pupils to take time off for religious observance.

3.14 The school values the achievements and progress of all pupils including those from minority ethnic groups. Procedures are in place for monitoring all children's progress through tracking.

3.15 The admission process is fair and equitable to pupils from all ethnic groups. Pupils are admitted to the school through the admissions process of the London Borough of Redbridge.

3.16 All pupil attendance is monitored and steps are taken to deal sensitively with any issues causing concern.

See Appendix B for action plan

4. Gender Equality Statement of Intent

4.1 We are fully committed to gender equality. There are opportunities in our curriculum to explore concepts and issues relating to identity and equality.

4.2 The school recognises that gender discrimination exists in society and aims to counteract this by publicly supporting equality of opportunity between men and women, including boys and girls. Good personal and community relations are actively promoted alongside community cohesion.

4.3 The school is committed to addressing unlawful discrimination and harassment. This is reflected in our policy for appointing staff and governors and supporting pupils and parents and also within the recruitment and selection procedures used. All staff are eligible for maternity and paternity leave.

4.4 Curriculum planning and the resources used actively promote positive gender roles and seek to expound stereotypes. For example the school celebrates international women's day and looks at positive role models within school topics.

4.5 Pupils are discouraged from using sexist language and commended when they challenge such language.

4.6 At a practical level we will not separate pupils out on the basis of gender. This means:

- Registers are alphabetical not gender based
- Collaborative working will take place in mixed gender groups
- All pupils will wear the same uniform and PE kit. All pupils can wear any item from the school uniform list.
- All pupils will have the same access to sporting and other activities
- Pupils are not lined up separately based on gender
- We expect all pupils to achieve equally well and we monitor any gaps between genders
- We expect all pupils to behave equally well
- All pupils will be expected to complete the same extra-curricular activities such as cooking and to carry out jobs such as carrying light equipment, tidying or washing up
- All pupils will work together in a constructive manner

4.7 The school will demonstrate sensitivity with regards to the privacy of pupils who are required to dress and undress in school for sports activities.

4.8 We will establish with parents whether a pupil can be assisted by a male or female staff in a medical emergency.

4.9 We will use our newsletters, and meetings with parents to inform and celebrate with our community the achievements of all our pupils.

See Appendix C for the action plan.

5. Disability Equality Statement of Intent

5.1 Disability is defined in the Equality Act 2010.

5.2 Children with disabilities have full access to all the facilities and resources available in school. They will be given the additional resources needed to fulfil their full potential and will be given the opportunity to learn alongside other pupils of their age.

5.3 We are committed to early intervention and supporting pupils through target setting and tracking.

5.4 We keep detailed records of academic and other progress made by pupils with disabilities and work hard to involve them in decisions made about their care and education.

5.5 Resources that represent disabled people participating and achieving are incorporated across the curriculum. The staff will identify opportunities across the curriculum to challenge stereotypes about disability.

5.6 Pupils are discouraged from using derogatory language and commended when they challenge such language. Name calling and bullying is dealt with under the school's anti-bullying strategy.

See Appendix D for Accessibility Plan.

6. Religion/Belief, Sexual Orientation, Age Equality

6.1 Regardless of age, sexual orientation, religion/belief pupils will:

- Work and play together in a constructive manner
- Receive the support they need to achieve their potential
- Will be protected from name-calling and bullying
- Have access to resources and facilities
- Receive the support they need to achieve their potential
- Be involved in decisions made about their education and care as far as practicable
- Have the opportunity to learn about how to challenge discrimination

6.2 The heritage of all our pupils is recognised and appreciated as an aspect of their identity. The school will emphasise belonging to APS and the community as part of that identity.

6.3 Pupils will be discouraged from using ageist or homophobic language and language that is intolerant of another's belief or religion.

6.4 We will use resources that reflect religious diversity and those that portray people of all ages, religions, both sexual orientations and beliefs in a positive manner.

6.5 There is a daily act of collective worship used to promote equality of opportunity.

6.6 Pupils will have the opportunity to participate in religious education as part of the agreed RE syllabus as agreed by the local SACRE.

6.7 All pupils will be given the opportunity to observe religious and cultural traditions, especially at a time of important festivals such as Christmas, Eid, Diwali, Easter, Guru Nanak's birthday, Chinese New Year,

6.8 Pupils will be allowed up to three days religious observance as part of the agreed LBR attendance policy.

6.9 All pupils will be allowed to adapt the school uniform and to worship in ways that do not conflict with the religious conventions of their home and this is balanced with consideration for health and safety.

6.10 People of all backgrounds are asked to participate in school life and we record and deal with matters of bullying and discrimination in a consistent and effective manner in line with LBR procedures.

7. Community Cohesion

7.1 At APS we benefit from a culturally rich community. Our immediate community consists of the pupils, the staff, the parents and families. However, we also have many other partners within the educational process. It is helpful to see these partners at various levels.

- The school community: pupils, staff, parents and families
- The geographical community: those within the vicinity of our school
- The extended community: Local Authority, link schools, and partners within the extended schools programme
- Global community: links with Schools around the world through 'e-twinning' and other global partnerships
- Communities of interest: faith groups, language or ethnic groups, environment groups, clubs and communities of friends

7.2 We intend to contribute to community cohesion by:

- Promoting understanding and engagement between communities through partnerships e.g. school links from local to internationally
- Encouraging all our pupils and their families to feel part of the wider community through an active PTA and school based events
- Understand and respond to the needs and aspirations of the school community by actively listening to the community e.g. parent workshops
- Tackling discrimination
- Increase life chances for all by achieving high standards.
- Ensuring the school curriculum and teaching explores and addresses issues of diversity

8. Roles and Responsibilities

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

8.1 The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly
- That procedures and strategies related to the policy are implemented
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

8.2 The Headteacher is responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality
- Overseeing the implementation of the Equality Policy

- Co-ordinating the activities related to equality and evaluating impact alongside SLT, the R.E. leader, Curriculum leader and Assistant Head for Inclusion
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability, sexual harassment and discrimination.

8.3 All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other areas
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

8.4 We ensure that the commitments embodied in our Equality Statement permeate the full range of our policies and practices:

- Pupils' progress attainment and assessment
- Behaviour, discipline, anti-bullying and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities

8.5 Measuring the Impact of this Policy: This policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from all the different communities that make up our school. This will be communicated with all staff, parents, carers and governors by the Head teacher.