



Aims:

Equality of opportunity at Redhill Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. *Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.*

All schools must adhere to the Public Sector Equality Duty (PSED), which came into force across Great Britain on 5th April 2011. Public Bodies, such as schools, must consider individuals when carrying out

This duty has three elements. Schools need to:

1. **Eliminate unlawful discrimination**, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
3. **Foster good relations** across all protected characteristics - between people who share a protected characteristic and people who do not share it.

Schools must have 'due regard' to the need to advance equality of opportunity by:

1. Removing or minimising disadvantages
2. Taking steps to meet different needs.
3. Encouraging participation when it is disproportionately low.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making.

The UN Convention on the Rights of the Child

The school recognise their equality duties as essential to 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 1998.

Guiding Principles

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.

- Whatever their gender and gender identity.
- Whatever their sexual identity.
- Whatever their learning needs.

Principle 2: We recognise and respect difference.

Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Sexual identity.
- Whatever their learning needs.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment retention and development.

We ensure that policies and procedures should benefit all employees and potential employees for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled and non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People of a different sexual orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People of a different sexual orientation.

We aim to 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 they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Teaching our pupils to value each other, recognising that everyone is different and everyone is special;
- Having consistent expectations of our pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Having procedures for dealing with discriminatory incidents and that these are understood by all;
- and ensuring all pupils develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics; *race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment*. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The schools commitment to equality for all

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making the school a place where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within the school and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

School ethos

The school opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all groups.

The school caters for the dietary requirements of different groups.

The school curriculum teaches pupils about festivals and other events relevant to their particular diversity and actively encourages all pupils to understand these. In addition to this, regular PSHE lessons form part of a planned and progressive approach to diversity and preparation for modern British life. This involves a Key Stage Two Difference and Diversity unit of learning. Through the curriculum, children explore and improve their understanding of, and respect for, different faiths and cultural diversity. Spiritual, moral, social and cultural development is an integral part of the school's new curriculum.

Clear procedures are in place to ensure that staff deal with forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. When writing any policy, the school has due regard for the equality of opportunity for all learners.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Leadership & Management

- School policies reflect a commitment to equal opportunities.
- The governing body and the school leadership set a clear ethos that reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- The school leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

- Governors and Staff contribute to policy documents. Parents can request to see policies and have their views taken note of. Governors ensure they give due regard at the creation and review of policies.

Staffing: recruitment and professional development

- The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and LA guidelines.
- 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

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys and girls;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;
- Pupils who are gifted and talented;
- Pupils with special educational needs;
- Pupils eligible for the Pupil Premium.
- Pupils with a disability.
- Pupils who are looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Teaching & Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender, SEN and social background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Assessment, achievement & progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid.

The school monitors and analyses pupil performance by gender, ethnicity, SEN and those entitled to pupil premium and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment that summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupil progress.

Behaviour, discipline and exclusions

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that having a protected characteristic may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's behaviour policy, which focuses on self-responsibility, mutual respect and behaviour recovery.

Pupils, staff, parents and governors are aware of procedures for dealing with harassment. They know that any language or behaviour that is damaging to any minority group is always unacceptable.

Personal development and pastoral care

Pastoral support takes account of differences, and the experiences and needs of all individuals. The school employs both an Every Child Matters Coordinator and a Learning Mentor, to increase the support network available.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions & attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.

The school and families are aware of rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision would be made for leave of absences for religious observance that includes staff as well as pupils.

Partnership with parents and the community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate in the life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraph 1-4:

- Prejudice around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism, homophobia and trans gender issues.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Responsibilities

The governing body and headteacher will ensure that the school complies with all relevant equalities legislation.

The governing body and headteacher will ensure that the policy and related procedures and strategies are implemented.

The headteacher will ensure that all staff members are aware of their responsibilities under the policy.

Monitoring & review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

Approved by Governors: September 2015

Review date: September 2018

Appendix - To review Annually

Each year the school will set specific equality targets to improve the provision set out within this policy.

2014-2015 Equality Targets

School equality objectives for academic year 2014-2015 are:

1. To foster good relations between all children, whether they have a protected characteristic or not, through:
 - Teaching that enables children to understand their roles within the school, local and wider community.
 - A focused unit of teaching based around difference and diversity, in each Key Stage Two class.
 - In order to further promote spiritual, moral, social and cultural development, assemblies are based around the school's core values of respect, kindness, self-responsibility, valuing others and understanding the difference between right and wrong.
 - Integration of values through the curriculum for all year groups.
2. Each pupil, and every group of pupils, will consistently make good or better progress, through:
 - Quality first teaching. The school has a rigorous plan for the continuous development of classroom practice.
 - Clearly differentiated activities which enable all pupils to fully participate.
 - Well-researched and planned interventions, which are matched to individual needs and carefully monitored.

Review:

- Exit pupil voice demonstrates the impact of Jigsaw material as a good foundation for the introduction of this PSHE programme.
- The IPC values & new curriculum have started to develop more of a sense of International Mindedness.
- Monitoring shows quality of teaching continues to improve & progress in most areas is good. The school has addressed areas of concern & plans in place to address the shortcomings.

2015-2016 Equality Targets

School equality objective for academic year 2015-2016 is:

To improve the Spoken Language of all pupils whether they have a protected characteristic or not, however close monitoring of boys in EYFS & Key Stage 1 will be reported on specifically under this target.

To do this we will use:

- Entry & exit data from Infant Language Link & Speech Link.
- Use Blanks Hierarchy as a staff training tool
- Provide whole staff training from A Johnson @ Entrust on 9th October 2015.
- Moderate judgements with other schools & EYFS advisors
- Monitor the quality of questioning used by Staff.
- Monitor the modelling of good quality spoken language by all adults within the setting.
- Also see EYFS Action Plan for further details.