



EQUALITY POLICY & OBJECTIVES

DATE AGREED: DECEMBER 2017
REVIEW DATE: DECEMBER 2019

1. Introduction

- Swallowdale School is opposed to all forms of prejudice and discrimination and it is the school's responsibility to follow up any reported incidents immediately and with great sensitivity – all incidents will be reported to the governing body and LA where appropriate.
- Discrimination is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.
- Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.
- The school promotes positive behaviour and will not tolerate language that is racist, sexist, homophobic or potentially damaging to a minority group or individual with a physical disability or specific need, educational or otherwise.
- The Head Teacher is the named senior member of staff responsible for equal opportunities.
- Direct discrimination occurs when a person or group is treated less favourably than others, or would be treated in the same or similar circumstances. Where an individual or group present a particular need "reasonable adjustments" must be made to accommodate that specific need. This is the duty of the school and its governing body.
- Indirect discrimination involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons. Again "reasonable adjustments" must be made to avoid such discrimination.

- Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at work.
- Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race, sex or individual need.

2. Recruitment

- The Equal Opportunities Policy is part of the induction of all staff.
- All staff, including non-teacher and part-time staff, are given status and support. All staff are given access to in-service training and everyone is encouraged to share their knowledge and expertise.
- Equal opportunities issues are included in staff training.
- Recruitment and selection procedures are fair and equal, with Head and Chair trained in safe recruitment.

The following procedures are adhered to when making appointments:-

- The stated requirements and duties of the post are clearly defined.
- There are fair and justifiable criteria for selection.
- Where posts are advertised they take into account the School's Equal Opportunities Policy.
- Applicants, where appropriate, are expected to apply in writing.
- Application forms and written details are treated in confidence.
- The School's short listing and interview procedures are followed.
- All applicants are informed of the outcome of the interview.

All staff are expected to support the School's Equal Opportunities Policy. Failure to do so may result in disciplinary procedures.

3. Admissions, Attendance and Inclusion

Admissions, exclusions and attendance are monitored by gender, ethnicity, special educational needs, disability and background.

4. Curriculum Planning

Each area of the curriculum is planned to incorporate the principles of equality.

Informal events are also planned to be inclusive and are used as an opportunity to highlight the contributions made by minority or marginalized groups.

We aim to provide all pupils with the opportunity to succeed:

- To promote positive attitudes and values that celebrates and respects diversity and challenges discriminatory behaviour and language whenever it occurs.
- Prepare pupils for life in a diverse society and use opportunities to reflect the background and experience of pupils and families in the school.
- To take opportunities to explore concepts and issues related to identity and equality.
- To use images and materials which positively reflect a range of cultures, identities and lifestyles.

5. Teaching and Non-Teaching Staff

Teachers are responsible for ensuring that:-

- The learning environment is inclusive with resources and displays which promote Cultural diversity and challenge stereotypes.
- Contributions from all children are valued be they by ethnic, cultural, linguistic or historical attachment.
- Positive steps are taken where groups or individuals are marginalized or seen as vulnerable or underperforming.

The following questions are helpful when evaluating classroom practice: -

- How are shy, withdrawn children enabled to participate?
- Is there genuine co-operation and collaboration when in mixed groups?
- Who takes the lead in mixed groups/whole class activities?
- How are children with special needs enabled to participate?
- Are the cultural and life experiences of the children valued equally?
- How is equal access to all aspects of the curriculum managed?
- Is there awareness of equal opportunities when organising teaching and learning?
- Are all children given opportunities to assume responsibilities?

6. Attainment and Progress

Pupil achievement, attainment and progress is monitored by formal and informal procedures and analysed by gender, ethnicity, background and specific need. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning and support. This policy is therefore cross-referenced to our Teaching and Learning / SEN policies.

7. Procedure for Managing Cases of Prejudice and Discrimination

All forms of harassment and discrimination, including racism, sexism and homophobia are recorded on the appropriate form and given to the Head Teacher where they are stored centrally (Appendix 1). Copies of these forms are sent to the Local Education Authority (LA) and a report is made to Governors.

Parents are informed if a form is completed and appropriate action is agreed. This will include some form of apology to the injured party and a promise that such behaviour will not be repeated.

In more extreme cases, children may be deprived of playtime or excluded as per the School's Behaviour Policy.

8. Partnerships with Parents and the Wider Community

At Swallowdale we aim to work in partnership with parents/carers:

- To take action to ensure all parents/carers are encouraged to participate in the life of the school.
- To maintain good channels of communication to ensure parents' views are captured to inform practice.
- To support local events, where possible.
- To ensure parents/carers are made to feel welcome.

9. Lettings, Contractors and Procurement

All potential users of the school buildings have equal access. Lettings are subject to all formal checks and provision takes into account the safety and security of users in line with LA Letting procedures, policies and guidance. Contractors also have equal access to the site contractual work and are employed to carry out work in accordance with LA policy, procedures and guidance.

10. Monitoring

- The Governing Body has delegated its responsibility for monitoring the Equal Opportunities Policy to the Staffing Committee. They will ensure safeguarding permeates all activity and functions and will ensure this policy complements and supports our Safeguarding/Child Protection Policy.
- The headteacher is responsible for ensuring the Equality Policy is implemented and reviewed regularly.
- This policy will be evaluated and monitored for the equality impact on pupils, staff, parents and carers from the different groups that make up Swallowdale Primary School.

Equality Objective 1

To ensure pupils from all groups achieve well across the curriculum, including those pupils with SEND, those in receipt of the pupil premium, those from minority ethnic backgrounds and pupils who belong to a travelling community.

Outcomes - Pupils in the above groups make progress in line with national levels and the gap between them and their peers is reduced. Pupils in these sub groups are effectively catered for in all lessons.

Measured by - Tracking data, Lesson observations, Pupil Attitude Surveys, Work Scrutiny and Parental Consultation

Equality Objective 2

To ensure pupils from protected groups continue to access extra-curricular provision inclusive of peripatetic music lessons.

Outcomes - Range of clubs ensures that a wide range of interests are catered for. Pupils from all sub groups are well represented

Measured by - Attendance at clubs, Pupil Attitude Surveys and Pupil Interviews

Equality Objective 3

To ensure pupils from all groups are treated with respect and dignity.

Outcomes – To reduce the number of incidents of hurtful, verbal behaviours.

Measured by – Behaviour Incident Forms, Pupil Attitude Surveys, Pupil Interviews