



# John Grant School

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## Policy Consultation & Review

This policy is posted on our school website and is available on request from the school office. John Grant School is part of 'Trust Norfolk SEN' and is committed to all of the standards and procedures maintained by the Local Authority.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was agreed by the Governing Body in January 2018. It is due for review in January 2021.

Signature \_\_\_\_\_ Headteacher \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_ Chair of Governors \_\_\_\_\_ Date: \_\_\_\_\_

## Equality Policy

### INTRODUCTION

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' employees might have. They are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership

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- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at John Grant School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

## **PURPOSE**

We aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing pupils, staff and parents/carers about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

## **OBJECTIVES**

- To promote a positive self-image in all pupils and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, disability, ethnic origin, culture or religion
- To include resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare pupils for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents/carers, volunteers, governors, pupils and all who participate in, or visit the school.

## **THE LAW**

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristic.

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The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the school's equal opportunities co-coordinator will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

### **DIRECT AND INDIRECT DISCRIMINATION**

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher.

Where doubt exists, then reference should be made to either the Headteacher or the Chair of Governors.

### **ETHOS**

Our overall ethos is encapsulated in the school's motto:

***“Working together to be the best we can be”***

This is to reinforced at regular intervals in both assemblies and staff meeting

In particular we will:

- Ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, religion, race or disability
- Plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- Ensure that all teaching, discussion and communication is free from messages or language which undermine principles of tolerance or understanding
- Encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability
- Devise schemes of playground/outside area use which encourage the engagement of all pupils in positive recreational activities, wherever possible including opportunities for sharing and collaboration
- Provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with pupils
- Include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse
- Ensure that the school's behaviour policy is applied equally for all groups of pupils
- Encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- Make clear that discriminatory abuse in all its forms is unacceptable
- Ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- Ensure that the school site remains accessible and safe as possible pupils, staff and visitors of all abilities and disabilities, as resources allow
- Encourage and develop positive links with the local community
- Make all visitors feel welcome.

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## **STAFF**

- The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

## **IDENTIFICATION**

- All staff will observe pupils at play and in classrooms always seeking to identify good and unacceptable behaviour in relation to discrimination.
- In instances of unacceptable or inappropriate behaviour suitable, intervention relevant to the pupil's level of understanding will be provided. Repeated abuse will be recorded for discussion with the Headteacher, parents/carers and governing body.
- Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law.
- This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff.
- Parents/carers are encouraged to maintain good contact with the school in relation to their child's overall education usually in the first instance with the class staff team, but may discuss any persistent concerns with the Headteacher and/or Chair of Governors. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.
- Liaison with parents/carers, health professionals, therapists, social workers etc. may also be sought to ensure the school has full knowledge of any protective characteristics.
- The school will maintain clear, factual, records to identify patterns of behaviour which are contrary to our aims.

## **POSITIVE ACTION**

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Role playing and visual supports are seen as an essential means to address any issues raised in this area.
- "Working together" (central to the school's ethos) is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

## **DAILY PROCEDURES**

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- Pupils, parents/carers and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching materials and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will be recognised and reinforced.
- Assembly times will reinforce good behaviour in the area of equal
- Staff meetings will over time include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour/code of conduct for pupils and staff.

### **INVOLVING PARENTS/CARERS**

- As with all school policies, there is a critical role to be played by parents/carers. It is important that school and home work together to maintain good communication and recognise the need to reinforce positive and non-discriminatory behaviour in our school community.
- Parents/carers will continue to be informed of issues relating to their child's behaviour, (positive and negative) including any aspects of their child's attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature, i.e. by the class teacher.
- Records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher with parents/carers. Parents/carers who are unavailable or unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.
- All forms of discrimination by any person who attends, works in, or visits the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher (or if in relation the headteacher, the Chair of Governors).
- Persistent discriminatory behaviour by a pupil would be considered to be contrary to the school's behaviour policy and would require agreed action on the part of the pupil and their parents/carers. In the event that formal disciplinary proceedings are contemplated, or if co-operation from parents/carers is not evident, the governing body will be consulted and a plan of action agreed. Continued unacceptable discriminatory behaviour could result in exclusion procedures for the pupil.

### **SUCCESS CRITERIA**

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents/carers. Heightened monitoring and review will be required if unsatisfactory trends are evident.

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- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- Pupil progress data needs regular monitoring and samples analysed to detect signs of under-achievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors/vulnerabilities.
- Records of any instances of bullying

### **PRACTICE AROUND THE SCHOOL**

- All pupils should have work displayed at some time during the school year
- All pupils, whatever their special educational needs, must be given equal, albeit relevant, access to the curriculum
- Staff need to have an awareness of the needs of each pupil and endeavour to give equal attention.
- All pupils will be encouraged to be mindful of, and have empathy for the needs of others, and wherever possible they will be encouraged to work collaboratively
- All staff will communicate with pupils in the same positive manner and using a mode of communication that it is understood by the pupil. They will always avoid bias when praising or disciplining.
- Wherever possible pupils should be involved in formulating class rules at some point in each academic year.
- Every class base in the school will be represented on the school council which meets half termly to discuss and raise issues.
- Governors should visit the school regularly and have an opportunity to view, read or hear about the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.
- Each term parents/carers are given an overview of the work to be undertaken in their child's class. This will give an opportunity to monitor that pupils are given access to a broad and balanced curriculum without bias or discrimination.

This is not an exhaustive list, so overall our aim is to have a zero tolerance for discriminatory behaviour. We aim to have a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork.

### **MANAGEMENT AND ORGANISATION**

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor academic achievement by analysing pupil progress data and other relevant information against a range of potentially discriminatory factors including sex, need and disability.

## **CLASSROOM PRACTICE AND DELIVERY**

- To ensure relevant (i.e. bearing in mind the age and ability of the pupil) equality of access to resources, equipment and toys
- To take steps to build the skills and confidence of pupils in areas where they may traditionally be lacking in confidence, e.g. dance or sewing for boys, football or construction for girls
- To ensure equal opportunities for talking and listening in whole class discussion, group work and when possible collaborative work, ensuring that each pupil has a mode of communication that is relevant to their needs and level of understanding
- To divide staff time equitably between all pupils, whilst allowing for the fact that some pupils will require planned and agreed higher levels of targeted support
- To create an environment in which co-operation and understanding is central, and in which pupils will, wherever possible, work in a range of grouping contexts comfortably, with purpose, and collaboratively
- As far as possible to teach pupils the skills to manage their own behaviour, to become assertive, and to be able to resolve and/or avoid conflicts

## **CURRICULUM PLANNING & DESIGN**

- To regularly review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that all pupils have access to a range multi-cultural activities, opportunities, and/or experiences
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language, e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help pupils explore the idea of 'stereotyping' in order that wherever possible they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

## **ASSESSMENT**

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations
- To regularly review pupil progress data to monitor whether any potentially discriminatory factors are influencing results, e.g. do pupils with ASD perform less well than their peers without a diagnosis.

## **RESOURCES**

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, when employing potentially biased resources, include an opportunity to provoke discussion of equal opportunities issues.

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This policy to be read in association with:  
Behaviour Policy  
RPI Policy  
Staff code of Conduct