



St James's C of E Primary School

Let Your Light Shine

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Ratified by: L. Salton-McLaughlin

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Written by: G Norwood

Vision

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

Let your light shine ~ be the best we can be!

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 all aspects of the provision of 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, purpose of the act is to ensure that everyone has the right to be treated fairly.

The Equality Act 2010 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 or gender identity
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at St James's CE Primary. 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.

We aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Furthermore, to promote respect and equality across all protected characteristics, including sexual orientation and gender identity, alongside preparing pupils for life in diverse 21st Century Britain.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents 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 equal opportunities.

OBJECTIVES

- To promote a positive self-image in all children 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
- Delivering the curriculum, to ensure it contains non-stereotypical, positive representation in order to overcome preconceived ideas of gender, gender identity, 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 children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.
- To challenge discrimination and stereotypes by providing positive role models from different groups of people.
- To have a zero-tolerance approach to bullying incidents due to any of the nine protected characteristics.

THE LAW

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

The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the Headteacher 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 clear action will be taken after discussion with the Head teacher. If indirect discrimination occurs or is at danger of occurring, policies and practices will be reviewed to ensure they are providing equal opportunities to all.

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

School staff will observe children at play and in classrooms, always seeking to identify respectful behaviour – promoting and rewarding this.

In instances of unacceptable or inappropriate behaviour, suitable support and guidance will be given at the time but repeated unacceptable or inappropriate behaviour will be recorded using the anti-bullying procedures for discussion with the Headteacher, parents and governing body.

Suitable training will 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/ anti-bullying policy) will be available on the school website for reading by the governing body and staff.

An “Open Door” policy will continue to operate to ensure that parents may discuss their concerns with the Headteacher and teaching staff. 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.

Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances.

The school will maintain clear, factual and up to date 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, gender identities, races, age groups etc.
- Role playing is seen as an essential means to address the issues raised in this area – scenario work will form part of our Jigsaw curriculum in PSHE.
- Knowledge 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.
- We will continue to review and update our Accessibility Plan which will be available via the school’s website.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Collective worship times will reinforce good behaviour in the areas of equal opportunities.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and consistent messages will be given regarding the school’s values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community.

Parents will continue to be informed of their child's behaviour together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher. However, records will be maintained of ongoing concerns in line with our anti-bullying procedures and will be discussed in depth by the Headteacher and parents. All forms of discrimination by any person within the school are to be treated seriously and all staff will be trained in the handling of such incidents (including the importance of careful recording).

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident, the governing body will be consulted and a plan of action agreed. Continued unacceptable 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 will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- SATs results need constant attention and samples analysed to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

PRACTICE AROUND THE SCHOOL

- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.

- All children should have equal opportunities to responsibility positions (e.g. and mixed groups should move PE equipment)
- All children must have an opportunity to take books home to read
- Parents and link governors have an opportunity to view 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.

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude 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 SATs results and other relevant pupil data scores, including LA information, by sex, race & ethnicity.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, gender identity, race or physical disability
To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- To 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
- To provide training and support to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences
- To ensure that sanctions used in the school are the same for all pupils and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that sexist, racist and HTB (homophobic, transphobic and biphobic) abuse is unacceptable and that the school will take any instances very seriously
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender, gender identity or cultural bias

- To provide access throughout the school site for wheelchair users and people with other disabilities, as resources allow
- To encourage and develop positive links with the local community
- To make all visitors feel welcomed within the school community.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children 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 paired work
- To divide teacher time equitably
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

CURRICULUM PLANNING & DESIGN

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, gender identity, 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

RESOURCES

- To prepare and select resources which are free from cultural, gender or gender identity bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.