



Kings Avenue Primary School Equality Policy

Updated On	Changes Made/Notes
May 2019	Updated & Reviewed
November 2023	Updated & Reviewed

Signed:
(Chair of Governors)

Equality policy

Introduction

This policy has been written to meet the school's statutory duties. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate discrimination;
- promote equality of opportunity;
- Promote good relations between people of different groups.

The specific duty requires us to:

- prepare a written policy on equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties of schools. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling discrimination and promoting good relations.

All staff are responsible for dealing with incidents, and being able to recognise and tackle bias and stereotyping.

Copies of the policy will be available from the school office.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality. Training is linked to

priorities within the School Development Plan. Funding for professional development is identified within the Standards Fund. Members of the governing body will also identify their own training needs in relation to equality.

The school will follow the LA Guidelines in dealing with incidents of harassment.

Any incident of harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All incidents will now be recorded and reported to the governing body by the head teacher.

Outcomes of the school Equality Policy will be communicated to parents in the annual report from the governors.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- promote attitudes and values that will challenge behaviour;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Under achievement is address with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, Best Work stamps, credit points, certificates of merit, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Attitudes and Environment

In our school, 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 that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of 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 schemes of work and lesson planning;
- actively promoting equality through our School Prospectus, Governors Annual Report to Parents, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive behaviour;
- identifying clear procedures for dealing quickly with incidents of poor behaviour;
- making pupils and staff confident to challenge aggressive behaviour.

Parents, Governors and Community Partnership

The Governors' Annual Report to Parents will, in future, contain a section in the school's success in promoting equality. Equality will also be an agenda item at meetings of the governing body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns. An annual report is issued in the summer term.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.