



## Equality Policy

### Policy on Racial Equality

(see also Bullying; Equal Opportunities; Inclusion; Special Educational Needs)

#### 1 Introduction

- 1.1 Our school aims policy talks of enabling our children to develop a range of personal qualities, respect for other people's ideas and beliefs, irrespective of race, to enable them to become responsible members of society. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.
- 1.2 This policy reflects the school's general and specific duties, as detailed in:
- Race Relations (Amendment) Act 2000;
  - Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
  - Preparing a Race Equality Policy for Schools (CRE 2002).

The following publications were helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

#### 2 Aims and objectives

- 2.1 In our school, we will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.
- 2.2 We are required to:
- prepare a written policy on racial equality;
  - monitor and assess the impact of all our policies, including this one, on pupils, staff and parents/carers of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

#### 3 Principles

- 3.1 These three principles underpin all our procedures and practice:
- Every pupil should have the opportunity to achieve the highest possible standards.
  - Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.

- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

#### **4 Responsibilities**

- 4.1 In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities:
- 4.2 The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to take responsibility in this respect.
- 4.3 The headteacher, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.
- 4.4 All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- 4.5 Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- 4.6 Visitors and contractors will comply with the school's race equality policy.

#### **5 Tackling racial harassment**

- 5.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- 5.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- 5.3 Minority ethnic groups include gypsy travellers, refugees, asylum seekers and, in certain contexts, white Europeans.
- 5.4 All racist incidents are investigated by the headteacher. Incidents of racism are recorded in the incident book, and the headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- 5.5 All pupils, parents/carers and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- 5.6 Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

#### **6 Attainment, progress and assessment**

- 6.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential, to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address underperformance by any group.

- 6.2 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 monitor attainment and progress by ethnicity.
- 6.3 School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.
- 6.4 In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

## **7 Teaching and learning**

- 7.1 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 society of diverse cultures;
  - use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
  - challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
  - provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
  - employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
  - provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
  - take account of the performance of all pupils when planning for future learning, and setting challenging targets.

## **8 Managing pupil behaviour**

- 8.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- 8.2 All staff operate the school's behaviour policy of rewards and sanctions consistently.
- 8.3 Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.
- 8.4 Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

## **9 Partnerships**

- 9.1 All parents and carers are encouraged to take a full part in the life of the school. The school works with parents/carers and the community to develop positive attitudes towards diversity and to address specific incidents.
- 9.2 We consult with staff, parents/carers and pupils about their opinions on the impact of our policies. Parents and carers receive an annual questionnaire about the school, and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

## **10 Staff recruitment and professional development**

(see also Continuing Professional Development)

- 10.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to

priorities within the school's strategic plan, and funding for this professional development is identified within the Standards Fund. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.

- 10.2 Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

## **11 Monitoring and review**

- 11.1 Each priority in the school's strategic plan now has a racial-equality dimension. This makes it possible for the governing body to monitor the impact of the work done by the school to promote racial equality. The governors' School Profile contains a section on the school's success in promoting racial equality, and this will also be an agenda item at each full meeting of the governing body.
- 11.2 We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each policy.

**Signed:**

**Date:**



## Policy on Gender Equality

### 1 Introduction

1.1 At Intake Farm Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. At Intake Farm, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. This policy outlines how we will promote the gender equality duty in our school.

1.2 This policy reflects the school's general and specific duties, as detailed in: The Equality Act (2006), Equal Pay Act (1970) and the Sex Discrimination Act (1975). The policy aims to eliminate sexual discrimination and sexual harassment and aims to promote gender equality.

### 2 Aims and objectives

2.1 In our school, we will strive to

- eliminate unlawful sexual discrimination;
- eliminate sexual harassment;
- promote gender equality.

2.2 We are required to:

- prepare a written policy on gender equality;
- monitor and assess the impact of all our policies, including this one, on pupils, staff and parents/carers.

### 3 Principles

3.1 These principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- There is a commitment to valuing diversity through curriculum content, classroom grouping arrangements, school activities and worship. This is particularly in the context of challenging gender cultures, including an effective equalities policy, and zero tolerance of homophobia and other forms of discrimination/harassment.

### 4 Responsibilities

4.1 All staff/carers and pupils in our school will be treated equally; no person will be treated less favourably or more favourably on the grounds of sexual identity or gender;

- the staff of our school have a duty to guard against direct and indirect discrimination. (Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than the other, or may favour one gender to the disadvantage of the other.)

4.2 The headteacher, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate against one particular gender.

4.3 All staff will deal with sexist or homophobic incidents in accordance with school procedures, and will know how to challenge gender bias and stereotyping. They will not discriminate on grounds of gender.

4.4 Teaching staff will offer full curriculum access to both genders, and will promote diversity and gender equality.

4.5 Visitors and contractors will comply with the school's gender equality policy.

## **5 Tackling sexual harassment**

5.1 We will review our school policies and practices to assess the ways in which they might impact on gender equality.

5.2 We will ensure that governors, staff, pupils, parents and others in school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality.

5.3 All incidents of sexual harassment are investigated by the headteacher. Incidents of sexual harassment are recorded in the incident book, and the headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.

5.4 All pupils, parents/carers and staff are aware of our procedures for dealing with incidents of sexual harassment, and all staff are trained to deal firmly, consistently and effectively with such incidents.

5.5 Victims of sexual harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

## **6 Attainment, progress and assessment**

6.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Gender monitoring is essential, to ensure that neither gender is being disadvantaged. Evaluation of data will result in action being taken to address underperformance by either gender.

6.2 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 monitor attainment and progress by gender.

## **7 Single Sex Provision**

7.1 Where we provide for one sex only, this is where there is an issue of physical intimacy or embarrassment to be considered. An example of this is that we provide changing rooms for the older girls in school. Another example of where there could be embarrassment is during elements of our sex and relationship education lessons with our Year 6 pupils. During some of these lessons, girls and boys are separated.

7.2 We do not provide activities, classes or facilities for one sex if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping or inequality. We do not deny one gender the same opportunities as the other. We do not offer different curriculum choices to boys and girls.

## **8 Breaches of the Gender Equality Policy**

8.1 We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function, but is also a matter of cultural change. Breaches of policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff. Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.