

St. Bartholomew's C of E Primary School
Sydenham



Equalities Policy

Agreed by the Governing Body: December 2015

Scheduled Review Date: December 2019

Introduction

1. As a Christian school, we at St Bartholomew's recognise that all are equal in God's eyes and we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background,
2. This policy accords with legislation:
 - Equalities Act 2010 (specific duties Regulations 2011)
 - Race Relations Act 2010;
 - Disability Discrimination 2005;
 - Sex Discrimination Act 1975 (Amendment 2008).

Aims

3. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual, and groups of, children within our school:
4. We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background, pregnancy or maternity, marriage or civil partnership.
5. We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently; overcoming potential barriers to learning and assessment for individuals and groups of pupils and setting suitable learning challenges by responding to children's diverse learning needs.
6. We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
7. We challenge personal prejudice and stereotypical views whenever they occur.
8. We value each pupil's worth; we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
9. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.
10. We achieve educational inclusion by continually reviewing what we do, asking ourselves these key questions:
 - Do all our children achieve their best?
 - Are there differences in the achievement of different groups of children?
 - What are we doing for those children who we know are not achieving their best?
 - Are our actions effective?
 - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Racial equality

11. 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.
12. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in racist incidents.
13. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.
14. Teachers ensure that all children:
- feel secure and know that their contributions are valued;
 - appreciate and value the differences they see in others;
 - take responsibility for their own actions;
 - are taught in groupings that allow them all to experience success;
 - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
 - have a common curriculum experience that allows for a range of different learning styles;
 - have challenging targets that enable them to succeed;
 - participate fully, regardless of disabilities or medical needs.
15. Our curriculum reflects the attitudes, values and respect that we have for all people.

Children with Disabilities

16. Some children in our school have disabilities. We are committed to meeting the needs of any children with a disability, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that children are not placed at a substantial disadvantage compared with non-disabled children.
17. The school is committed to providing an environment that allows disabled children full access to all areas of learning.
18. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities; modify teaching materials or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

19. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

20. Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

The Role of Governors

21. In this policy statement, the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
22. The Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving.
23. To do this, we will monitor:
 - admissions;
 - attainment;
 - exclusions and
 - rewards and sanctions.
24. The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
25. As a church school, two thirds of our places are offered to children with a church background. For the other places, the Governors welcome all applications to join the school, whatever religion, background or disability a child may have. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

The Role of the Whole School Community

26. It is the role of everyone in the school to be aware and to implement the school's policy on inclusion and equal opportunities.
27. It is the Headteacher's role to:
 - make sure that all staff are aware of the school policy on and that teachers apply these guidelines fairly in all situations;
 - ensure that all appointments panels give due regard to this policy, so that no one is discriminated against and
 - to report to the Governing Body and the local authority if there have been any racist incident or exclusions.

Monitoring and Review

28. It is the responsibility of our Governing Body to monitor the effectiveness of this policy.
29. The Governors will therefore:
 - monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
 - monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
 - require the Headteacher to report to Governors annually on the effectiveness of this policy;
 - take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity and
 - monitor the school's Behaviour and Discipline Policy, and the numbers of exclusions and racist incidents, to make sure that pupils from minority groups are not unfairly treated.