

## Equality Policy

This equality policy will be reviewed annually by the pupil and personnel committee of the governing body.

Date of last review: Summer 2022

Date of next review: Summer 2023

### Aims

This policy has been developed in line with The Equality Act which came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

It has been designed to help staff meet the duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not

All staff accept that Equal Opportunities is a collective responsibility that we share both within our personal lives and in our day to day teaching duties and communication with children.

Our Governors' statement of school aims embraces all areas of equality of opportunity. We have high expectations of all our pupils and aim to enable them to fulfil their potential. We prepare them to live in a multi-ethnic society and challenge prejudice wherever it occurs.

There are several aspects of our practice that are examined in detail:

- The Curriculum in particular RSE and PSHE
- The care and support of pupils and staff
- Resources
- English as an Additional Language

## The Curriculum

There are several areas under this heading which have been considered:

### *The Curriculum itself*

- Subject leaders have devised the curriculum area in line with The National Curriculum.
- Class teachers ensure a positive and authentic portrayal of people with disabilities, of both genders or different race or religion are addressed in the curriculum.
- Staff will look and plan for opportunities within the curriculum to focus on and discuss equal opportunity issues and monitor this work.
- Staff will provide the most balanced, accessible curriculum possible to ensure that each child's needs are catered for.

### Groupings

When organising children we need to encourage them to work co-operatively and collaboratively. In doing this we should be aware of variable groupings and allow for flexibility;

- Friendship groups
- Mixed gender groups
- Mixed ability groups
- Single gender groups to break a stereotype (e.g. a group of girls demonstrate a football skill)

Teachers will praise naturally chosen friendship groups of mixed gender, ability or race.

### Displays

Displays in the classroom and around school should:

- Sometimes show images that challenge stereotypes of gender, race and disability.
- Show a range of children's work in respect of ability, race, and gender in the curriculum subject.

## The Care and Support of Staff and Pupils

### Pupils

- A sense of fairness is fostered in our school; staff will always listen sympathetically to children's problems. Specific incidents of bullying, teasing or other inappropriate behaviours are acknowledged and dealt with immediately. We record incidents of bullying Racism and or any prejudice driven behaviours
- The Personal, Social and Health Education, PSHE and RSE, R.E. subjects involve direct teaching of some issues concerning the care and support of the children, such as making sensible decisions and tolerance.
- We recognise support and promote the diversity of family life.
- School Parliament gives children an opportunity to voice their opinions. These opinions are acted upon wherever possible.

### **Staff**

All staff are expected to

- Promote an inclusive and collaborative ethos in their classroom
- Challenge and deal with any prejudice-related incidents that may occur

- Identify and challenge bias and stereotyping in the curriculum
- Support children in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.
- Ensure that children have the opportunity to have their voices heard with regards to equality issues
  - ensure that staff contact the deputy head teacher to inform them of any prejudice in the school day (in line with the behaviour policy)

## Parents

- Parents are encouraged to keep in contact with their child's teacher and maintain communication throughout the year.
- Parental support is valued at Netherfield with many parents helping in class or trips. They are also welcomed to class assemblies and other school productions and are encouraged to join Adult Education classes.
- Parents are kept in regular contact with what is happening at school through newsletters and parents' evenings.
- Staff endeavour to be available to parents before school and after school or appointments can be made at a more convenient time.
- Contact by the Deputy Head Teacher when an issue has arisen –Victim or Perpetrator

## Our Resources

Curriculum Leaders are responsible for ordering resources for their curriculum area. They should assess resources for;

- Race
- Disability
- Gender orientation/reassignment
- Religion
- Family

Staff may find some existing resources to be sexist or racist and in some cases these resources can be used to enable some direct anti-sexist or anti-racist teaching.

## Our Language

As adults we must set an example in the language we use whilst teaching. We need to be seen to promote equal opportunities through our comments.

Staff have a shared language around sensitive areas. A script will be used when discussing with children disclosures around Gender and Gender reassignment. This will be shared with individual parents and will be in line with our school values.