

Chaucer Junior School
Equality Policy
Jan 2019



Introduction

1.1 Our school values the individuality of all members of the school community. 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 ethnicity, religion, belief, attainment, age, disability, sexual orientation, gender or background.

1.2 This policy accords with legislation:

Equality Act (2010)

Gender Recognition Act (2004)

Disability Discrimination (Amendment) Act (2002)

Race Relations (Amendment) Act (2000)

Sex Discrimination Act (1975)

Equality Pay Act (1970)

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion or belief, attainment, age, disability, sexual orientation, gender, family arrangements or background.

2.2 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.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

2.5 We ensure that recruitment, employment, promotion and training processes are fair to all, and provide opportunity for all.

2.6 We challenge prejudice whenever it occurs and 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.

2.7 We respect and value the contribution of all pupils and celebrate the diversity of our school and wider community, and we show respect for all.

3 Racial equality

3.1 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.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

3.3 We endeavour to make our school welcoming to all, including minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum includes valuing and respecting other ethnic groups and religions.

4 Disability non-discrimination

4.1 Some children in our school have disabilities including learning disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school aims to meet the requirements of the Equality Act 2010, including the supply of auxiliary aids and services and any reasonable adjustments necessary.

4.2 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

4.3 If necessary and where possible the school will provide additional aids to make necessary adjustments so that a pupil is not unnecessarily disadvantaged by their disability in accessing learning.

4.4 If behaviour issues are due to disability the school will seek to manage these appropriately and with sensitivity.

5. Gender equality

Our school will not treat pupils, staff or parents less favourably directly or indirectly due to gender in accordance with:

Equal Pay Act 1970

Sex Discrimination Act 1975

Gender Recognition Act 2004

Equality Act 2010

5.1 We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include:

dealing with negative aspects of boys' behaviour, including bullying and name-calling;

removing gender bias from our resources;

making sure that our displays reflect boys and men as effective learners

seeking to involve men in school life as positive role models

encouraging boys to read fiction.

5.3 To make our teaching more appealing to boys, we use a variety of appropriate strategies. These might include:

begin a lesson by stating the learning outcomes, and giving the 'big picture';

employ a variety of activities, and include a kinaesthetic element;

deliver work in bite-sized chunks, with 'brain breaks' and new starts;

provide challenge, competition and short-term goals;

give regular positive feedback and rewards;

set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

6 The role of governors

6.1 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 fairly, and that no child is discriminated against whilst in our school on account of their gender, sexual orientation, disability, family background, religion or race.

6.2 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. To do this we monitor:
admissions;
attainment;
exclusions;
parents' and pupils' questionnaires.

6.3 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.

6.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

6.5 The governing body ensures all children have access to the full range of the curriculum. If a child's religion has a bearing on school uniform or behaviour, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the headteacher

7.1 It is the headteacher's role to implement the school's policy on equality, and s/he is supported by the governing body in so doing.

7.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

7.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

7.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

8 The role of the class teacher

8.1 Class teachers do their best to ensure that all pupils are treated fairly and with respect.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge prejudicial images of minority groups.

8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

8.4 All our teachers and support staff challenge any incidents of prejudice and draw them to the attention of the headteacher. We record any incidents on the school 'Serious Incident' forms.

9 Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

monitor the progress of pupils from minority groups, comparing it to 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, staff or pupils regarding equality;

monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

9.2 This policy will be reviewed by the governing body every four years or earlier if it is considered necessary.

January 2023