



## **Equalities and Diversity Policy**

### **Our Vision**

*Our school is a happy, welcoming Christian community in which children and adults work hard together to care for each other and the world, and to learn, grow and achieve success.*

### **Our Core Values**

*Love, Forgiveness, Truth, Friendship, Hope and Peace*

*Reviewed: 25/09/2019 by Athena Patsalis*

*Accepted by the Governing Body*

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# ST PAUL'S CE PRIMARY SCHOOL

## EQUALITIES AND DIVERSITY POLICY

### 1. Introduction

This policy is a statement of the aims, principles and strategies for teaching and learning in relation to equality at St Paul's CE Primary School. St Paul's School is an inclusive school where all members of our community are of equal worth. The Equality Act 2010 provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and building good relationships with members of our community.

### 2. What is equality?

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally.

We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

The major barriers to equality in society are assumptions made about individuals or groups based solely upon class, race and gender. They may also be compounded by factors such as age and physical disability. Real equality can be achieved only when such assumptions are recognised and eliminated.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in the multi-cultural society that Britain has always been.

### 3. Inclusion Aims

We acknowledge our commitment to promoting the achievement of each child of every race, social class or disability to his or her full potential.

Our aims in providing equality of opportunity are that all children will:

- Feel valued as worthwhile individuals
- Experience success and approval and make significant progress
- Receive equal opportunities and equal access to all curriculum areas
- Develop the skills and attitudes to recognise and take up new opportunities
- Discuss and debate equality issues and make fair judgements
- Learn about and value the talents and skills of others in Britain and throughout the world
- Learn to recognise and challenge harmful stereotypes and discriminatory attitudes
- Show respect and consideration for all members of our school and community

#### **4. Principles of the teaching and learning of equal opportunities**

Equality of opportunity is important because

- It complements the affirming, Christian ethos of our school which fosters regard for individuals and strives to reflect attitudes which value all cultures, especially those of our own pupils.
- If children are not given a positive anti-racist and anti-sexist education they may absorb racist and sexist attitudes and beliefs.

#### **5. Strategies for teaching in equal opportunities**

Equal opportunities plays an integral part in the discussion, planning and implementation of the whole curriculum. It also forms an essential part of our school organisation and practice.

The predominant mode of working is co-operative group work, although individual work and class teaching are used, to promote equality of access, where appropriate. Within this structure groups are usually of mixed ability. The two main objectives are:- Firstly, to present positive and affirming images of all members of society and secondly, to enable all children to acquire the skills and confidence necessary to fully embrace new opportunities. Role play, group discussion and circle time are strategies which will help them to achieve this.

Equal opportunities is relevant to all areas of the curriculum but has particular links with PSHE, RE and behaviour. Assembly time and items covered by the media can also assist in promoting and reinforcing equal opportunities issues.

#### **6. Using ICT within equal opportunities**

The use of ICT in the form of television, video, audio and approved websites can enhance and develop knowledge and understanding of equal opportunities both generally and within specific subject areas. Where appropriate, opportunities should be clearly shown within the planning framework.

#### **7. Strategies for ensuring progress and continuity**

Everyone associated with the school must take responsibility for Equal Opportunities. There must be regular forums for discussing Equality Issues and making appropriate changes. Opportunities for this currently exist through the Governing Body, Staff Meetings, Parents Forum, the School Council, Assemblies and Class Circle Times.

Acquisition of skills and attitudes necessary to create equality of opportunity is difficult to assess formally but the power of strategies to influence opinions and promote awareness of choices will be regularly monitored and revised where necessary in order to facilitate inclusion, it is important to eliminate bias, in content, resources or attitude, which could disadvantage pupils or staff and inhibit their full development. Feedback to pupils is achieved through the marking of work and individual or group discussions and comments, as appropriate.

Recognition of individual and group effort through commendations, merit, Tigger book and Gayler awards will encourage pupils to value their contributions and achievements and enhance their self esteem.

There should be careful monitoring of relevant data relating to ethnic, gender and special needs issues.

These could include

- School admissions
- End of Key Stage testing
- Destinations of school leavers
- Exclusions, suspensions and truancy
- Racial harassment forms

For more information on the Equality Act 2010 and Schools can be find here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## **8. Appendices**

- a. Guidance notes for all staff – Appendix 1
- b. The curriculum and classroom practice – Appendix 2

# **EQUAL OPPORTUNITIES POLICY**

## **APPENDIX 1**

### **GUIDANCE NOTES FOR ALL STAFF**

#### **1. Introduction**

As a staff we must not only be aware of areas where equality issues may need to be addressed, but also be equipped to deal with them effectively.

All staff are entitled to equal consideration and respect for their needs and preferences.

Staff recruitment, appraisal, training and promotion will be carried out fairly, in accordance with the Enfield guidelines relating to equal opportunities in employment and the school appraisal guidelines.

Any staff member who feels he or she has a grievance that constitutes an issue covered by the Equality Act 2010, has the right to demand positive action to eliminate the discrimination. Incidents relating to harassment, racist or sexist comments and behaviour, conditions of employment or promotion opportunities should be reported to the equal opportunities co-ordinator.

#### **2. Working to maintain equality**

Our equal opportunities policy requires that we treat individuals as of equal value.

Discriminatory attitudes are unjust because they can limit the choice of individuals or groups and create low self esteem.

It is our responsibility to encourage children to achieve their maximum potential in all aspects of their development and to help them become responsible and caring members of society.

These guidelines relate to general issues concerning gender, race, equality and special needs as in reality these issues often overlap.

First and foremost we must treat all people as unique individuals with their own personal identity.

To counter preconceptions, it is important to observe and listen to what people actually say and do when interacting with others.

It is vital to be aware of social hierarchy and areas where resources are manipulated by dominant personalities. Rules should be established to encourage a balanced use of resources by all members within the school.

Where necessary, groupings should be engineered to create a varied social, racial or gender mix.

Staff attitude is all important. To ignore inequalities is tantamount to condoning them. We should set a positive example in our use of value free language. Some

terms can slip unconsciously off the tongue. For instance, fireman – signals an immediate message that this is a male only province. Fire officer is more realistic. Similarly, scientist, nurse, doctor, police officer are equally applicable to women and include all racial and cultural groups.

In mixed groups, combining single sex pairs may produce a better response than forcing children to accept partners unwillingly. Teachers should often allot non-stereotyped roles, eg. a girl as leader, a boy as scribe.

To avoid bias within the classroom teachers may want to ask themselves

- What is the status of the task?
- Who does the tidying up in the class?
- Who fetches the equipment?
- Who does the organising in mixed groups?
- Who does the practical work?
- Who does the writing/drawing?
- Who has the biggest say?
- Is anyone left out?

Acting out real life situations can also provide opportunities to challenge stereotyped behaviour.

- Who is the boss?
- Who is the secretary?
- Who is the doctor/patient etc?

Sensitive and caring attitudes are important to both sexes and can also be developed through appropriate use of discussion, role play and literature.

## EQUAL OPPORTUNITIES POLICY

### APPENDIX 2

#### THE CURRICULUM AND CLASSROOM PRACTICE

Teachers should

- ensure that all children are involved equally in classroom tasks and decision making
- provide opportunities for pupils to raise and debate equality issues
- work towards a collaborative framework where children learn from and with each other and acquire mutual respect for each other's point of view
- enable children to experience a full range of teaching styles commensurate with their needs and abilities and to take on different roles in a variety of learning situations, as outlined in the teaching and learning policy
- staff should lead by example in promoting language which is free of gender, racial or other biased attitudes
- resources used should reflect all groups in society in a positive way
- establish equal access to curriculum areas which have a traditional gender bias
- ensure that all individuals have equal access to resources, space and teacher time
- allow pupils to experiment and take risks in a safe and caring environment
- create awareness that people's occupations, interests and attitudes are not pre-determined, [eg by race, gender or class] but are a matter of individual choice
- impress on children that it is unjust to make assumptions based solely upon considerations of race, gender or class.