

# Lydeard St Lawrence School

## Equality Policy

### THE SCHOOLS CHARACTER AND CIRCUMSTANCES

- The school is a thriving 3-class primary school, situated at the base of the Quantock Hills and the Brendon Hills, about 8 miles from the county town of Taunton.
- The school is in a rural part of Somerset, situated in the small village of Lydeard St Lawrence. Most children come from rural locations.
- Children come to the school from a wide range of backgrounds, from farmers, small holders and rural labourers to professionals, commuting to Taunton, Bristol and Exeter.
- We are a mixed gender school with girls and boys on roll.
- *All parents in the school at present have described their children's ethnic background as "White".*

The Equality Policy replaces the previous Race Equality policy and incorporates the Gender Equality and Disability Equality policy. This policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000, the Sex Discrimination Act 1975 and the new Gender Equality and Disability Equality Duty.

This policy sets out our commitment to tackling discrimination and promoting equality of opportunity, be it based on race, gender or (dis)ability and explains what it means for the whole school community.

### Our aim

At Lydeard St Lawrence Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

### We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos, which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

- Encouraging everyone within our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring racist incidents and recording them in a designated log book kept in the school office
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

## **ROLES AND RESPONSIBILITIES**

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual know what is expected of them.

Promoting equality and raising the achievement of individuals or groups of individuals

Who need extra support in this context is the responsibility of the whole school staff, including support staff.

Introduction to this equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

### **Governors**

The governing body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing it bi-annually.

The Governing Body will receive regular reports from the Headteacher and other school staff, as part of the Head teacher's report to Governors.

The governing body will review all current and proposed policies and practices on the basis of promoting equality in a 3 yearly cycle.

One member of the Governing Body will have responsibility for monitoring this policy, acting as the designated governor for equal opportunity.

### **Headteacher**

The Headteacher will demonstrate through their personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

The Head teacher will assess and monitor the impact of the policy through monitoring both lessons and break time incidents, and outcomes of individual pupils or groups of pupils in context of equality.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

### **Equality Co-ordinator (as part of PSHE)**

The equality co-ordinator will be a teacher in the school who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues. This will be part of the duties of the equal opportunities coordinator, which is at present the PSHE subject leader, Ruth Pickard.

### **Subject coordinator/Leader**

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality of race, gender and disability is promoted.

### **Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

### **Administrative, Ancillary, Supervisory and Support Staff**

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

### **Pupils**

Pupils will share in the development of the Equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and

report incidents of a discriminatory nature, racial, sexist or related to disabilities, to an adult.

## **COMPLAINTS PROCEDURE**

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

All incidents of racist abuse, harassment and name calling are to be both verbally reported to the head teacher and recorded in the Racial Harassment Log Book, kept in the school office.

## **KEY AREAS IN PROMOTING RACE EQUALITY**

### **The ethos of the school**

- This Equality Policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has procedures for dealing with harassment relating to race, gender or disability, which clearly set out the procedures for handling and reporting complaints and incidents. These follow the LA guidelines.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

### **Pupils' achievements and progress:**

- Pupils' attainment and progress in individual subjects is monitored by ethnic group, gender, language and disability. (Through Raise online and LA data).
- The school develops strategies for tackling differences in the attainment and progress of particular groups.
- Targets will be set for individual pupils with disabilities to maximise their potential and promote equality.
- All pupils should have equal access to extra-curricular activities, and the school will make all reasonable adjustments needed to ensure this.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, sexism, stereotyping and promote equality in education, employment, training and career choice.

## **Curriculum, teaching and learning (including language and cultural needs)**

- This school promotes an inclusive curriculum that reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Gender equality is promoted and sexual discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background, language and personal needs of all pupils equitable.
- Subject leaders to provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all groups and backgrounds.
- Assessment outcomes are used to: identify the specific needs of groups or individual pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic backgrounds and ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial and gender equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity gender and racial equality. There is acknowledgement of the importance of challenging racism and discrimination based in gender, race and ability in all areas of the curriculum.
- The school has invested considerable sums over the last 5 years in resourcing a large collection of artefacts and books representing different faith and ethnic communities. These resources are centrally stored and are well used.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.
- The school makes full use of the resources available within its local communities, including visits to places of worship, and visits to the school to talk to pupils by representatives of local ethnic groups.

## **Guidelines on working with pupils who have English as an Additional Language (EAL) ( We currently have 1 bi-lingual child, considered to be EAL)**

- The school recognises and values Bilingualism.
- The language and learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.

- The school will explore a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

### **Pupil behaviour, discipline and exclusion**

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity, gender or ability.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all backgrounds.

### **Discrimination:**

- There are established procedures for dealing with incidents of racism, discrimination and harassment that are understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to The Education Department on request.

### **Admissions and transfer procedures**

- Somerset Education Authority will take active steps to ensure that the admission process is fair and equitable to pupils.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

### **Staff recruitment and career development**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.

- Steps are taken to encourage people from different backgrounds and gender to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and governors aspire to go through regular and systematic training programmes on equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff and provide fair and equal opportunities.
- Individual staff effectiveness in dealing with inequality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial, gender and disability discrimination.

### **Parents, governors and community partnership**

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- We aim for balanced gender participation on the board of governors.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- Proactive steps are taken to involve parents of both gender in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- Within the constraints of the school building, steps have been taken to allow disabled access and encourage participation across the curriculum.

### **MONITORING EQUALITY POLICY**

The school will monitor the impact of this policy on pupils, parents and staff from different groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by ethnic group, gender and disability, analyse it and use it to examine trends.

To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Discrimination and bullying
- Curriculum, teaching and learning (including language and cultural needs)

- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups, gender and abilities.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data.
- Take action to make improvements.

### **Assessing the impact of policies**

As a school we will assess the impact of this and other policies on pupils, staff and parents. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups, gender or pupils with disabilities. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

This policy is in accordance with the school's Equal opportunities policy, SEN policy and its Behaviour, Discipline and Bullying Policy. See also the Staff Handbook, Prospectus and Policies on Assessment and Marking.

**Date of review: October 2011**

