

Paddock Wood Primary School

Single Equality Policy

November 2018

Vision:

Paddock Wood Primary School believes in the concept of lifelong learning for all and the notion that learning should be a rewarding and enjoyable experience for everyone. We embrace the challenge of preparing pupils to succeed in a rapidly changing world through fostering a love of learning, supported by high expectations and quality of teaching and care, in order that all children can achieve their potential and become responsible citizens in their community.

Our School Motto is “Pride in Achievement Every Day”

P – positive attitude

R – respect

I – independence

D – determination

E - equality

The Single Equality Policy outlines the commitment of the staff, pupils and governors of Paddock Wood Primary School to ensure that quality of opportunity is available to all members of the school community.

At Paddock Wood Primary School it is believed that equality at the school should permeate all aspects of school life and is the responsibility of every member of the school and our wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The Equality Act provides a framework to support schools’ commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The school takes seriously its responsibility to reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Right Act 1998. Our school

welcomes the equality duties upon schools and regard these as essential for achieving the five outcomes of the Every Child Matters framework.

Our school is committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. An appreciation that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school, recognising that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents. Throughout this policy, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

Aims:

Paddock Wood Primary School aims to:

- include all members of the school community, in raising awareness of issues relating to equality in all senses of the word,
- promote a culture of acceptance and open-mindedness, where people from all walks of life can co-exist in harmony, without fear of prejudice or judgement,
- weave equality into everything that we, as the school do, how we deliver education and prepare children for the world at large so that they will enter it, fully formed and accepting individuals.

School Context:

Paddock Wood Primary School is a mainly White British community with a small minority of multi-ethnic and English as Additional Language (EAL) diversity and are conscious of our responsibility for every child in our school, regardless of minority vulnerable groups. All children are educated in the context of a broad spectrum of society, rich in racial, cultural, spiritual and socio-economic diversity. All policies, practices and procedures address equality and challenges inequalities in order to ensure that all live and work together in harmony. Our diversity is celebrated and integrated effectively in teaching and learning and less-structured school activities.

The school building is designed to accommodate children and adults with physical disability and they are able to access all parts of the building and school site. Additional trained staff members are appointed to provide specific support to children where necessary.

Paddock Wood Primary School continues to develop positive programmes that will help pupils explore the issues of gender, race, culture and disability. This will be achieved

through a creative, cross-curricular approach which includes every child, regardless of their race or ethnicity, cultural tradition or community experience.

Children and adults will be aware that any form of harassment or abuse is unacceptable. This is in context of the school's Behaviour and Discipline and Anti-bullying policies. All stake-holders will be given opportunity to express their concerns and be listened to.

All staff will investigate policies, practices and procedures to ensure that organisational and administrative procedures avoid stereotyping through inappropriate discrimination.

The school will investigate ways to provide pupils with positive role models which challenge negative stereotyping and therefore ensure that equal opportunities are embedded in the day to day life of the school.

Every child is prepared for the shared responsibilities of citizenship in Britain and the wider world community.

Ethos and Atmosphere:

- At Paddock Wood Primary School, the leadership of the school community demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Monitoring and Review:

Paddock Wood Primary School is an inclusive school, working towards greater equality in the whole school community. The curriculum and teaching are used to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils. Regular assessments of pupils' learning informs the tracking of progress, as they move through the school. As part of this process, the performance of different groups is regularly monitored, to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans,

as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to National and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, a range of other information is regularly monitored. This relates to:

- Attendance
- Exclusions
- Racism
- Bullying
- Parental involvement
- Participation in extended learning opportunities, such as after school clubs and activity days during school time.

These monitoring activities enables identification of any differences in pupil performance and provide specific support as required, including pastoral support, allowing appropriate account to meet the needs of specific groups in order to make necessary improvements. As a responsive and caring school, a breakfast club and after-school club has been organised as a response to the growing demand for wraparound care.

Paddock Wood Primary School is also committed to providing a working environment free from discrimination, bullying, harassment, sexism, prejudice and victimisation. We aim to recruit an appropriately qualified workforce that adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Kent Authority guidelines.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their role is to:

- lead discussions, organise training, update staff in staff meetings, support discussions,
- work with the governing body on matters relating to equality,
- support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice in Learning and Teaching:

Our school provides all our pupils with the opportunity to succeed, to reach the highest level of personal achievement. To do this, teaching and learning will:

- provide equality of access for all pupils and prepare them for life in a diverse society,
- use materials that reflect a range of cultural backgrounds, without stereotyping,
- use materials to promote a positive image of and attitude towards disability and disabled people,
- promote attitudes and values that will challenge discriminatory behaviour,
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures,
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions,
- develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality,
- ensure that the whole curriculum covers issues of equality and diversity,
- all subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter,
- seek to involve all parents in supporting their child's education,
- provide educational visits and extended learning opportunities that involve all pupil groups,
- take account of the performance of all pupils when planning for future learning and setting challenging targets,
- make best use of all available resources to support the learning of all groups of pupils,
- identify resources and training that support staff development,
- maintain links with Bereko, so that the children have the opportunity to form links with children of different races, religions and cultures.

Learning Environment:

- There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- All pupils are encouraged to improve on their own achievements and not to measure themselves against others.
- Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability.
- All pupils' learning needs, including the more able, will be met by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum:

At Paddock Wood Primary School, the aim is to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity,
- pupils will have opportunities to explore concepts and issues relating to identity and equality,
- steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles,
- all pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials:

The provision of good quality resources and materials within Paddock Wood Primary School is a high priority. These resources should:

- reflect the reality of an ethnically, culturally and sexually diverse society,
- reflect a variety of viewpoints,
- show positive images of males and females in society,
- include non-stereotypical images of all groups in a global context,
- be accessible to all members of the school community.

Consideration will be given to any new resources and materials ordered show equality as part of the criteria for assessment.

Language:

It is recognised that all members of the school community use appropriate language, which:

- does not transmit or confirm stereotypes,
- does not offend,
- creates and enhances positive images of particular groups identified at the beginning of this document,
- creates the conditions for all people to develop their self-esteem,
- uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Provision for Bi-lingual Pupils:

Paddock Wood Primary School strives to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- pupils for whom English is an additional language,
- pupils who are new to the United Kingdom,
- gypsy, Roma and traveller children,
- advanced bi-lingual learners,
- use first language effectively for learning.

Personal Development and Pastoral Guidance:

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as gypsy, Roma and traveller, refugee and asylum seeker pupils, whether they attend the school at the time or not. Discussions to promote children's acceptance of minority groups in class and assemblies should enhance the pupils' understanding of the world as a whole, not just their reality of it.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. The school recognises that perpetrators may also be victims and require support. Positive role models are used throughout the school to

ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development:

Paddock Wood Primary School recognises the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible. In recent years the school has been pleased to have recruited a number of male teachers in both KS1 and KS2.
- The school encourages the career development and aspirations of all school staff.
- It is the school's policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community:

Paddock Wood Primary School works with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school. There is a very active PTA group who regularly fund raise and organise social events for the school community to participate in.
- Members of the local community are encouraged to join in school activities.

Roles and Responsibilities:

- The governing body will ensure that the school complies with statutory requirements in respect of this policy.
- The head teacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff will promote an inclusive and collaborative ethos in the school, they will: challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- The school will take steps to ensure all visitors to the school adhere to our commitment to equality.

Review of Progress:

This policy will be reviewed and revised every two years. It will be available on the school website. Health and Safety, Child Protection and accessibility issues are discussed by staff at all staff meetings and Senior Leadership meetings. Staff are encouraged to raise concerns regarding any equality issues.

The Governors are responsible for:

- making sure that the school complies with all current equality legislation,
- making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents know about it,
- making sure its procedure is followed,
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy if necessary,
- making sure all staff know their responsibilities and receive training and support in carrying these things out,
- taking appropriate action in cases of harassment and discrimination.

All staff are responsible for:

- dealing with racist, sexist and homophobic incidents and being able to recognise and tackle bias and stereotyping,
- promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour of skin, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio economic circumstances,
- keeping up to date with the law on discrimination and taking training and learning opportunities. The staff will act upon incidents of harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as “any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender,
- use of derogatory names, insults and jokes,
- racist, sexist, homophobic or discriminatory graffiti,
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia,
- bringing discriminatory material into school,
- verbal abuse and threats,
- incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation,
- discriminatory comments in the course of discussion,
- attempts to recruit others to discriminatory organisations and groups,
- ridicule of an individual for difference e.g. food, music, religion, dress etc,
- refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting discriminatory incidents involving children:

Member of staff to investigate further (if incident is reported) or challenge behaviour immediately. Alternatively this can be referred to the Headteacher. The Headteacher will

make a response in writing to the victim and/or their family as well as a response to the perpetrator and/or their family.

Action will be taken to address issue with year group/school if necessary through, for example, circle time/assembly. Incident forms are completed and given to the Headteacher and filed.

Incidents are reported to the Local Authority and number of incidents to be reported to the Governing Body on an annual basis

Agreed: November 2018

Review: November 2020

Signed on behalf of the Governors.....