

Tavistock Infant School
School Equalities Policy

Introduction

In order to maintain our agreed school ethos of 'Achieving Happily Together' every member of our school community should feel equally valued and free from discrimination on grounds of race, language, gender (including issues of transgender, maternity and pregnancy), sexual orientation, religion, class, life-style, cultural background, age or disability.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate 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.

We recognise that equality will only be achieved by the whole school community working together - our learners, staff, governors and parents in particular. Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education and Inspections act 2006 to promote community cohesion i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the rights of People with Disabilities and the Human Rights Act 1998.

School Context

Tavistock serves the community within the District of Hart in North East Hampshire. The school is a three form entry infant school with 254 pupils on role (Raise online 2013). The pupil admission number is 90. The district of Hart is the least deprived of all the local authorities in England with an Indices of Multiple Deprivation (IMD) of 354 out of 354. Tavistock's IMD rank is 30239 out of 32482 nationally and 407 out of 426 within Hampshire.

The school is a predominantly monocultural school, serving a relatively stable yet mixed community with the majority of children who are socially advantaged and a small number of children who live in relative poverty when compared to their peers. These children live in pockets of deprivation. Parents are mostly very supportive of their child's learning and have high aspirations for their child.

10.2% of children are entitled to free school meals compared to 26.7% nationally.

3.1% of children are supported at school action compared 9.7% nationally.

21.9% of children are from minority ethnic groups compared to 28.7 nationally.

Aims

- To teach the children about the United Nations Convention on the Rights of the Child and use this as a basis for developing our community.
- To provide equality and excellence for all in order to promote the highest possible standards of achievement within a Rights respecting community.
- To prepare pupils for a life in a multi-ethnic society.
- To meet the diverse needs of pupils to ensure that an inclusive ethos is maintained.
- To be proactive in tackling and eliminating racial discrimination.
- To ensure that all planning and decision-making promotes equal opportunities and good race relations.
- To meet the needs of children with disabilities for where it is considered that their needs can be met within the resources available to the school.
- To ensure all policy reviews identify opportunities to challenge stereotypes and promote gender equality.
- To ensure that every child is supported and enabled to achieve through the 'Every Child Matters' framework.

Leadership, management and governors.

Commitments.

- The school will be proactive in promoting racial equality, good race relations and gender equality opportunities through
 - following the guidelines laid down for combating bullying detailed in the school Anti-Bullying policy.
 - Grouping children according to need providing a balance of gender and ethnicity as far as possible.
 - Ensuring expectations are equally high for boys and girls and for all children regardless of race or culture.
- Appropriate support will be offered to pupils of different ethnic groups with support being sought from the Bi-Lingual Support service where appropriate.
- All staff and pupils will be encouraged to reach their full potential regardless of race, gender, sexual orientation or disability.
- An environment will be created which respects and values cultural, linguistic and religious differences.

Responsibilities

- The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for implementing the policy for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking action in any cases of unlawful discrimination.
- All staff are expected to deal with racist incidents that may occur, and to report these to the Headteacher.
- All staff are expected to know how to identify and challenge racial and cultural bias and stereotyping, to support pupils in their class for whom English is an additional language and to incorporate principles of equality and diversity into all aspects of their work.

Policy Planning and Review

We will ensure that the principles and procedures above feature in all policies and practices especially in -

- Pupils' progress, attainment and assessment including ethnic monitoring through
 - ✓ the termly Raising Standards team meetings.
- The management of behaviour, discipline and exclusions through
 - ✓ ensuring that the Tavistock Care and Control policy is applied consistently to all children within a Rights Respecting culture.
- Pupils' personal development through
 - ✓ ensuring that the PSHE programme of work has opportunities for raising equal opportunities issues, and emphasis is placed on valuing ourselves and each other and includes activities designed to raise self-esteem.
 - ✓ Developing a culture based on "Rights, Responsibilities and Respect" for the whole school community.
- Teaching and learning through
 - ✓ ensuring resources are examined for bias and omissions and reflect a variety of cultural backgrounds,
 - ✓ Displays around school sharing positive images of men, women, disabled and ethnic groups.
 - ✓ Quieter children being given positive encouragement to join in.
 - ✓ Assemblies offering a balance of moral and religious themes, male and female role models etc;
 - ✓ Ensuring that expectations and stereotypes on grounds of gender and ethnicity are not perpetuated e.g. in the home corner.
 - ✓ Including all children within every aspect of school life as far as possible.
- The content of the Curriculum through - all children having access to a broad and balanced curriculum that is differentiated to meet special needs
 - ✓ All children having equal access to activities such as cooking, construction, games e.g. football, sewing, using the computer etc;
- Staff recruitment and professional development through
 - ✓ Ensuring that appropriate action is taken to seek staff and Governors from a diversity of backgrounds where possible.
 - ✓ Ensuring necessary training is given to staff on race equality.
 - ✓ All staff have equal opportunities to professional development.
- Partnership with parents and committees through
 - ✓ Making every attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible.
 - ✓ Making parents aware of the services available through the Parent Partnership scheme.
 - ✓ Regularly meeting with parents to share Individual Education Plans where appropriate.

Implementing and Monitoring the Policy

The Headteacher and Governing Body will ensure implementation of the policy through -

- ✓ Providing parents with a copy of the policy within the school prospectus. [GB]

- ✓ Ensuring areas needing developments feature in the school action plan. [HT]
- ✓ Ensuring staff are aware of their responsibilities. [HT]
- ✓ Collecting and using any relevant data gathered during policy reviews to inform planning. [HT]
- ✓ Reporting any relevant data to the *Governing Body*. [HT]
- ✓ Making the results of any reviews, monitoring or assessments available to parents through the annual report to parents. [GB]