

Safeguarding Policy Document (Statutory)

Document Name: Equality Policy

First Written Date: March 2014

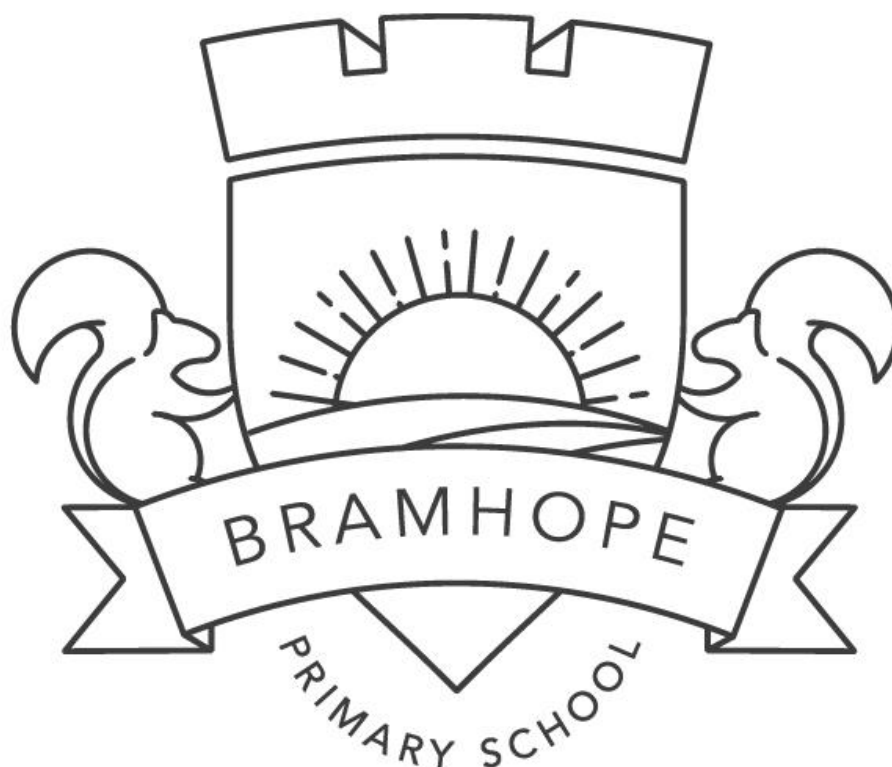
Review Date: March 2016

Reviewed By: All Staff

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Next Review Date: March 2018

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Rationale

- We recognise that equal opportunities should be a major part of our school ethos and that its principles should permeate through all our activities. We are committed to the principle of giving equal care and showing equal value to all children and adults regardless of gender, ethnicity, disability, social and economic status, level of attainment or age.
- We believe that equal opportunities apply to both children and staff and seek to ensure that we always act in accordance with relevant legislation and with Leeds City Council's equal opportunities philosophy and policy at all times and in all matters.

Principles

- To make all members of our school community aware that they are working within a framework of equal opportunities legislation and that Leeds City Council and the L.A. operate an equal opportunities policy on issues of disability, race and gender and acknowledge that discrimination should not occur because of age, class or sexuality.
- To ensure that everyone is treated fairly and given equal status and recognition in our school regardless of their gender, age, ethnicity, culture, religion, ability, physique, health and appearance.
- To consider the content of, access to and delivery of the curriculum and all matters relating to pastoral care in terms of equal opportunities.
- To promote positive images of all groups and avoid stereotyping.
- To help every child to achieve his/her potential and thus seek to provide appropriate levels of work.
- To ensure that our ethos and curriculum and all our resources, displays, actions, attitudes promote and celebrate equal opportunities including focus days/weeks.

Aims

- To offer equal access to all areas of the curriculum regardless of gender, race and ability.
- To provide an environment in which children can make informed choices and provide an atmosphere in which they can develop their individual abilities and potential to the fullest extent.
- To foster an appreciation, tolerance and understanding of ethnic diversity.
- To promote respect for one another's beliefs and decisions so that children accept and appreciate each others values regardless of race, gender or physical ability.
- To promote mutual respect and tolerance between the sexes so that positive attitudes to self and others are encouraged and maintained.
- To ensure that everyone feels valued and is enabled to develop in self confidence, self esteem and self worth.
- To take positive action to avoid stereotyping.
- To recognise, value and celebrate those things which are important to the child.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

The role of the Governors

- The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 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 gives access to people with disabilities and regularly review the Accessibility Plan.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion, ethnicity, culture, race or disability.

The role of the Headteacher

- It is the headteacher's role to implement the school's equal opportunities and racial policy and s/he is supported by the governing body in so doing.
- It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness and reports all racial incidents to the LA.

The role of the Class Teacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics 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.
- All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the Equality Incident Book and draw them to the attention of the headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

The role of the Equality Forum

To provide a curriculum that is inclusive and positively reflects a culturally diverse society, promotes equality and prepares pupils to become responsible citizens.

To establish a forum of key stakeholders to ensure equality has a high profile in the school, including staff, pupils, parents and governors.

Monitoring and review

It is the responsibility of the governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.