

Burnt Tree Primary School Equality Policy

**To be updated when new equality advice comes from
the DFE.**



January 2016
Review date: January 2018

Our vision- Burnt Tree is a place where everyone matters!

Burnt Tree Primary is a welcoming, safe and friendly school. As an inclusive school, we ensure that everyone is treated fairly and provided with opportunities to achieve their full potential. We seek to motivate and inspire pupils through creative and innovative teaching and learning providing an irresistible curriculum that recognises and celebrates diversity. Working together we will enable our pupils to become lifelong learners who are independent, responsible and respectful.

Our professional, approachable staff and Governing Body work in partnership with families to promote enjoyment, achievement and well-being for all of our pupils.

Aims and objectives.

- We aim not to discriminate against anyone (staff, pupil or parent) on the grounds of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, attainment or socio-economic background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Racial equality.

In our school we will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity or religion;
- Promote good relations between people of different racial and ethnic groups;
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.
- We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour policy, Bullying policy and Exclusion policy).

- We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs and the importance of Christmas to Christians.

Disability non-discrimination.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children. The school is committed to providing an environment that allows disabled children and adults as much access to the school premises as possible and to all areas of learning. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Gender equality.

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. Opportunities may include: ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage; ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike; removing gender bias from our resources. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

The role of the class teacher.

Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the Headteacher/ Deputy headteacher

The Role of SLT.

It is the role of the Headteacher/ Deputy headteacher to:

- Ensure that the school's Equality policy is implemented effectively;
- Ensure that all staff are aware of the Equality policy, and that teachers apply these guidelines fairly in all situations;
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- Promote respect for other people in all aspects of school life; in school assemblies;

- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The Role of Governors.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governors welcome all applications to join the school, whatever background or minority group a child may come from. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race.

Monitoring and review.

It is the responsibility of our governing body to monitor the effectiveness of this policy.

The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Require the Headteacher to report to governors on the effectiveness of this policy;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy support the British values outlined in the New National Curriculum 2014.