



The Meadow Community Primary School and Pre-School

Equality

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	
	<p>Introduction Everyone at The Meadow Primary School has an equal right to develop and achieve their potential regardless of race, gender, disability, sexual orientation and religion. Equality of opportunity underpins the school curriculum and the work of the school. The children and staff at The Meadow Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.</p> <p>Public Sector Equality Duty 2011 The Equality Act 2010 has brought together under one Act all of the requirements regarding equality and discrimination. Public Sector Equality Duty came into force in April 2011. The Meadow Primary School embraces this duty and takes steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. There are nine protected characteristics to which The Meadow Primary School has regard: Age (for employees) Disability Race (includes ethnic or national origins, colour or nationality) Gender (includes issues of transgender) Gender reassignment Pregnancy and maternity Religion and belief (includes lack of belief) Sexual identity Marriage and civil partnership (for employees) The Meadow works against unlawful discrimination and harassment and actively promotes equality.</p> <p>The Aims of the duty: 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act 2. Advance equality of opportunity 3. Foster good relations</p> <p>The Education Reform Act entitles all pupils in school to a National Curriculum, which is broad and balanced. The National Curriculum includes cross-curricular dimensions such as equal opportunities for boys and girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.</p> <p>We aim to foster atmosphere of trust and respect amongst pupils as well as between staff, parents and children.</p> <p>Parents: We will introduce and communicate our Equality Policy to parents through the school website, prospectus, new parent information packs and parent's evenings.</p> <p>Children: It is the right of every child irrespective of race, culture, class, gender, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable him/her to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to and aware of ways in which equality is denied and how this might affect them in society.</p>



	<p>Staff: It is the responsibility of all staff to foster and facilitate this ethos by creating a welcoming environment for all children. We will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability. As a staff we have to remember that we are role models. We must challenge the concept of discrimination based upon differences of race gender and special needs.</p>
<p><u>Objectives</u></p>	<p>Our Aims at The Meadow Primary School: To ensure that: 1. Every individual within the school has every opportunity to achieve their full potential 2. Every child is given access to the best possible level of achievement appropriate to their age, stage of learning and ability through appropriately differentiated work 3. Staff, parents and children are informed, educated and reminded of the issues to ensure a continuity of approach throughout the school 4. Prejudices are challenged and positive attitudes are built 5. Understanding and mutual respect of all children regardless of differences is promoted 6. Contributions from a range of cultures are included and acknowledged in the planning and teaching of all National Curriculum subjects, resources and school displays 7. An awareness of the unfairness and injustice of stereotyping is raised 8. Any form of bullying including verbal, physical and psychological bullying by any group or individuals is challenged and addressed 9. High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community are informed of school expectations and procedures 10. There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed 11. Absences, racist incidents, homophobic incidents and bullying incidents are recorded and monitored.</p> <p>Examples of Strategies • Planning activities of a non-stereotypical nature such as the home corner • Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling • Encouraging the sharing of experiences - encompassing all equality issues 4 • Reviewing/updating resources so that appropriate messages are presented to the children • Planning role-play experiences to include addressing age, disability, race and gender • Providing a differentiated curriculum by developing classroom approaches that cater for individual differences, but which do not make distinctions that have negative effects on children, their learning and development • Displays around school promote positive equality issues • Providing an entitlement curriculum which aims to offer the same broad and balanced curriculum and learning experiences to all • Staff on the playground to identify loners, the assertive group and negative physical contact • Children encouraged to think about the exclusion of others and the negative effect it can have • Involving children in rulemaking in the classroom and at whole school level through the School Council • Using assembly time and collective worship themes to reinforce equality issues • Using targets and rewards for all children to reinforce acceptable behaviour and attitudes • Ensuring all children will have equal access to all resources. Some children will need encouragement /direction in the use of resources. • Subject leaders to address equality issues within their subjects • Give children a voice through School Council meetings and PSHE lessons • Sharing in various religious and cultural celebrations through the year.</p>
<p><u>Curriculum content</u></p>	<p>The Curriculum All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity: • To make choices without rejecting as being inappropriate e.g. sport, monitor jobs • To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want • To have equal educational experiences so that they can make appropriate choices from a base of common skills and knowledge.</p>

	<p>Resources • Books, work cards, equipment and other resources will be checked to see that they are non-stereotypical. • Children will be encouraged to identify and question stereotypes if they are found in existing material. • Resources such as computers, technology equipment and playground space will be allocated fairly.</p> <p>Hidden Curriculum • Displays will show positive role models. • There is a need to discuss and counter prejudices and hidden beliefs • The development and sharing of common interests will be encouraged. • Children's individual characteristics and feelings need to be respected and valued.</p> <p>Staff Training Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring/evaluating the policy. Raising awareness sessions will be planned periodically.</p> <p>Staff Training Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring/evaluating the policy. Raising awareness sessions will be planned periodically.</p> <p>All The Meadow staff have a responsibility for promoting equality</p> <p>Success Criteria Equality will be recognised or highlighted in the following areas: • Playground/classroom interaction • Displays in school • Perceptions of Governors and Parents • Teaching styles • Differentiated work on offer • Use of resources • Teacher assessment • SATs results</p>
<p><u>Scheme of work</u></p>	<p>Racial Equality</p> <p>The Meadow Primary School staff will tackle all forms of discrimination.</p> <p>The main objectives we are working towards are:</p> <ul style="list-style-type: none"> • To prepare all children to live and work together, with equal opportunities as part of a multi-racial world • To build on the strength of cultural and linguistic diversity • To raise awareness and enable children to recognise and challenge inequality • To meet effectively the particular educational needs of all children <p>In the classroom teachers will:</p> <ol style="list-style-type: none"> 1. Raise awareness of similarities and differences of individuals and groups 2. Where appropriate encourage positive role models from the community to support work in the classroom and arrange relevant visits to religious buildings 3. Have high expectations so that all children achieve their full potential, as well as encourage a positive self-image 4. Give opportunities for children to express and evaluate their opinions and to respect the opinions of others 5. At all times encourage children to challenge stereotypes, prejudices and racism, 6. Carefully choose books and materials and create displays that reflect the diversity within school, community and the wider world 7. Audit/monitor their subject ensuring equality issues are addressed 1. 8. Be made aware of the ethnic mix, different religions and home language of the children 9. Identify children for EAL support 10. As a subject leader, ensure that there are appropriate equality links.

<p><u>Planning and Teaching</u></p>	<p>Gender Equality In the classroom teachers will:</p> <ol style="list-style-type: none"> 1. Seek to organise the children to work together in mixed groups so they are less likely to develop antagonistic attitudes, e.g. encouraging them to line up in mixed pairs or by surname, keeping the register in alphabetical order, use of talking partners 2. Ensure that areas of the classroom do not predominately become a male or female domain e.g. home corner, construction corner 3. Enable children to work in single sex groups if need be to develop involvement and enjoyment in particular subjects. <p>In school organisation and management we will:</p> <ol style="list-style-type: none"> 1. Celebrate the success of individuals 2. Avoid unnecessary separation of the sexes, unless a specific educational purpose is being met 3. Ensure staff positions are not limited to one gender 4. Ensure all staff, teaching and non-teaching are informed of the policy 5. Provide opportunity for boys and girls to see women and men in a variety of roles including work, domestic and recreational 6. Ensure that the behaviour policy will be the same for both boys and girls 7. Make sure that extra- curricular activities will be available to all children and timetabled to avoid stereotyped classes. 8. Ensure the children have access to materials and discussions showing different types of families, not just traditional bias of man/woman/ children etc. <p>Disability: All children are given the opportunity to recognise and respect individual differences and abilities. We are all unique and therefore have the right to be treated as individuals. We will endeavour to: - raise awareness of the needs of others - highlight and celebrate the differences between each other - raise awareness of the need for appropriate facilities to be available for people with disabilities.</p>
<p><u>Assessment, Recording and Reporting</u></p>	<p>In school organisation and management we will:</p> <ol style="list-style-type: none"> 1. Celebrate the success of individuals and groups 2. Ensure all staff, teaching and non-teaching, are informed of the policy 3. Provide opportunities for children to work with people from different backgrounds and cultures in a wide variety of roles including work, domestic and recreational 4. Monitor extra-curricular activities to ensure that children from cultural groups are encouraged to take part 5. Carefully monitor data available to school, to ensure all children achieve their full potential. <p>This will be achieved through:</p> <ul style="list-style-type: none"> - Appropriate discussions - Topic links e.g. work on the body - Visiting speakers - Appropriate resources e.g. positive images in books/stories/displays - Following the inclusion policy.
<p><u>Monitoring and Evaluation</u></p>	<p>All The Meadow staff have a responsibility for promoting equality and this is monitored on an ongoing basis.</p>