



Equality Policy

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This policy outlines the commitment of the staff, pupils and governors of Kincaig Primary School to ensure that equality of opportunity is available to all members of the School community. It should be read in conjunction with 'The equality act 2010 and Schools, revised version May 2014'.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in School, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to school
- Visitors to school
- Students on placement

The equality act also states: 'It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.' *Equality Act 2010*.

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

Ethos and atmosphere

At Kincaig Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere which welcomes everyone to school. All within our 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 school

with friendliness and respect. The displays around school are of a high quality and reflect diversity across all aspects of equality of opportunity and are monitored frequently.

Monitoring

Kincraig Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those the school serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the data suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil attainment.

School performance data is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance in, we also regularly monitor a range of other information. This relates to:

- Attendance – absence, both authorised and unauthorised – school achieves more than 95% attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities
- Parental involvement

Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Kincraig Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our school population.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and 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 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 extra-curricular activities 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.

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. Our successful learning environment includes:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in School will be good, positive role models in their approach to all issues relating to equality of opportunity.
- A high priority is given to the provision in school for pupils with special educational needs and/or a disability.
- All pupils' learning needs, including the more able, are met by carefully planned, delivered and assessed work.
- The School will provide 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 is used throughout the School to ensure that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Kinraig Primary School, we aim 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 rewards which recognise attainment and achievement and promote progression.

Resources and materials

The provision of good quality resources and materials in School is a high priority. These resources will:

- reflect the reality of an ethnically, culturally and sexually society.
- reflect a variety of viewpoints.
- show positive images of all members of society.
- Include non-stereotypical images.
- be accessible to all members of the School community.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- creates and enhances positive images of diverse groups within society.
- creates the conditions for all people to develop their self-esteem.
- challenges in instances where this is not the case.
- does not offend.
- does not transmit or confirm stereotypes.

Personal development and pastoral guidance

Staff takes account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of any other specific groups. 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 will be given support, as appropriate, should they experience discrimination. We recognise that perpetrators may also be victims and require support. Positive role models are used throughout 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.

Staff development

We recognise 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 where possible. We encourage continuous professional development of all school staff. We 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

Staff recruitment

All involved in recruitment and selection are aware of the need to avoid discrimination and ensure equality. Equalities policies and practices are covered in all staff/governor/volunteers' induction. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with new legislation and impact.

Roles and responsibilities

Our Governing Body will ensure that school complies with statutory requirements in respect of this policy and action plan. The Head teacher is responsible for the implementation and co-ordination 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.

Our staff will promote an inclusive and collaborative ethos in school, 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 equality 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. We will take steps to ensure all visitors to school adhere to our commitment to equality.

Evaluation

The policy will be monitored and evaluated by the Head teacher and Governing Body for its impact on pupils, staff, parents and carers from the different groups that make up our school. The policy will be reviewed annually.

Policy updated 15/1/16

The Equality Policy will be reviewed and modified on a regular basis at least every year or when legislation makes this necessary. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy – Mrs Karen Appleby

Policy adopted by the Governing Body –

Signed: _____

Date	Proposed Amendment	Signed