

Hartford Manor Primary School & Nursery



Equality Policy

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Review Cycle: Annual
Reviewed By: Simon Kidwell
Approved By: Full Governing Body
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Hartford Manor CP School

Equality Policy

At Hartford Manor, we do not discriminate against anyone, be they staff or pupil, on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

Each year, the school identifies and reviews specific equality objectives. The table below outlines these objectives and gives some detail about how they will be addressed.

Objective:	Achieved By:
<ul style="list-style-type: none"> To ensure that all children gain the knowledge to prepare them for the next stage of their learning and to leave school culturally sensitive and tolerant. 	<ul style="list-style-type: none"> -Providing the highest standards of teaching and learning and SEN support. -- -We will use school data rigorously to identify underperformance of ethnic minority groups, SEN groups and gender groups. When underperformance occurs we will take action to address the issues. -Review the curriculum and identify gaps through Pupil Voice - identify desirable pupil characteristics through staff, governor, parent and pupil voice
<ul style="list-style-type: none"> To narrow the achievement gap for disadvantaged children; including children in care, looked after children and children who are or have been entitled to free school meals in the last 6 years. 	<p>We will monitor the attainment and attendance of disadvantaged children and set ambitious targets for improvement. We will use Pupil Premium funding to target early reading acquisition, 1:1 tuition where appropriate and small group maths and English intervention in Key Stage 2. The school will use up to date research to inform practice.</p>
<ul style="list-style-type: none"> To help children to fulfil their potential by supporting families and focussing support on improving the lives of the most vulnerable children; including those who experience bullying and exclusion 	<p>We implement an anti-bullying programme to ensure that bullying is dealt with swiftly and children and families are involved in the process. As a school, we seek to minimise incidence of exclusion by working with the children and families. We will work with partner primary schools in the locality to reduce the incidence of permanent exclusion by applying the Cheshire West Fair Access Protocol.</p>

<ul style="list-style-type: none"> • To improve the effectiveness and efficiency of the school workforce 	<p>We will secure an effective, efficient workforce that enables us to deliver the school priorities of raising standards and closing the attainment gap.</p>
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We aim:

- To promote the principles of fairness and justice for all through the education and employment that we provide in our school.
- To ensure that all pupils and staff have equal access to the full range of educational and training opportunities provided by the school.
- To constantly strive to remove any forms of indirect discrimination.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- To challenge stereotyping and prejudice whenever it occurs.
- To celebrate the cultural diversity of our community and show respect for all minority groups.
- To be aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all.
- To ensure that all children gain the knowledge to prepare them for the next stage of their learning

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different 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.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The role of 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.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

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 or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions and those of the wider community.

The role of the Headteacher

It is the headteacher's role to implement the school's equality 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 equality, 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 equality 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 racist incidents to the LEA at the end of each school year.

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 selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.

Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

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.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this Equality 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 and the objectives;
- taking into serious consideration any complaints regarding equality issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.