Equality Policy

Principles
At Southfield we have a strong ethos built around the ‘values programme’ where all members of the school community are valued regardless of their learning needs, disability, ethnicity, culture, religious belief, nationality, gender or sexual orientation. We believe in fostering good relations between all members of our community by tackling prejudice and promoting understanding between pupils.

The Southfield Primary School Equality Policy is intended to eliminate unlawful discrimination, harassment and victimisation.

This policy applies to staff, pupils and people using the services of the school such as parents and our community. It brings together the Race, Disability and Gender Act into one single document.

Southfield Primary School is committed to equality of opportunity and aims to be a school where everyone:

- is respected and respects others
- takes an active part in all elements of school life
- achieves their potential
- develops skills essential to life
- exercises choice

We believe that no one should receive less favourable treatment on the grounds of: Race, disability, physical ability, sensory needs, learning needs, age, health, income, religion/belief, colour, ethnic origin or nationality, sexuality, marital status, gender, trade union, or professional association membership.

Statutory Duties
Under the statutory duties all schools have responsibilities to promote equality.

Race equality
Southfield is committed to:

- Eliminating unlawful racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups.

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality
Southfield is committed to:

- Promoting equality of opportunity between people with disabilities and other people
- Eliminating unlawful discrimination
- Eliminating disability related harassment

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Equality Policy
Reviewed by Nichola Comben February 2020
To be reviewed February 2021
• Promoting positive attitudes towards people with disabilities.
• Encouraging participation by people with disabilities in public life
• Taking steps to take account of people’s disabilities, even where that involves treating disabled people more favourably than other people

**Accessibility**
There is specific disability legislation in relation to pupils with disabilities and accessibility which involves Southfield strategically planning over time to:
- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways.

We must ensure that those pupils who are disabled, who have a sensory impairment or learning needs do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

**Gender Equality**
As a school we must ensure that we promote gender equality through:
- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity between men and women, boys and girls.

All our actions will embody our schools values and ethos which include:
- We strive to make the best possible provision for all pupils regardless of their learning needs, disability, ethnicity, gender, culture, religious belief, nationality or sexual orientation.
- We respect diversity, and realise that equality is not simply a matter of treating everyone the same. We believe the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, learn and enjoy whole school life. This means that we do our best to make reasonable adjustments for disability, impairments or needs, recognise and celebrate cultural differences through our book based curriculum and understand the different needs and experiences of all our pupils.
- We realise that equality is simply not just about protecting the vulnerable. We believe that many children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic and cultural or faith backgrounds and people of different gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek views of all groups affected by our policies and involve them in policy review. We recognise our role in promoting community cohesion and encourage all learners to actively participate in all aspects of community life.

**Monitoring**
We regularly use data and other information about our school to determine the effects of a policy, practice or project on different groups of children. They help us to ensure there is no unlawful discrimination against certain individuals or groups, they help us ensure that we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life. This data includes:
- Analyse School Performance (Department for Education)
- Assessment records
- Incident reporting data
- School Self Evaluation
- School development plan
- Parent questionnaires
- Student questionnaires
- Staff questionnaires
- Staff recruitment and professional development
- Assessment systems
- Curriculum monitoring and scrutiny
- Lesson observations

**Implementation and Review**
The SLT and the governors will review this policy annually and analyse whether our policy and related objectives have furthered the aims of the general duty and in particular educational outcomes for all within our school community.

**Equality Objectives**
Using the analysis of the information outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every four years.

- **Promoting equality of opportunity between pupils with disabilities and other pupils by:**
  - Ensuring all children access first quality teaching.
  - Clear communication with parents to ensure that there is a good understanding of what is expected of homework and home reading thus ensuring that differentiation is in place where needed.
  - Differentiated approaches to class work and homework to ensure that all pupils have access to resources and activities which challenge them from their differing starting points and meet their individual needs.
  - Using the values programme to help children embed values in their everyday life that support equality, particularly those of respect, unity, tolerance, harmony and fairness.

- **Eliminating discrimination and harassment of pupils with disabilities, race and gender by:**
  - Continuing to monitor incidents of harassment and bullying of pupils, through CPOMS, encouraging pupils to take action and report offenders.
  - Ensuring that all pupils have a ‘voice’ and are able to use it to raise concerns and are listened to.
  - Ensuring that staff have up to date training on the types of peer on peer abuse which may occur and procedures for dealing with these.

- **Encourage participation in public life by all groups of pupils by:**
  - Ensuring that effective communication with parents is achieved in order for all pupils to access events, educational trips and after school clubs.
  - Teaching and developing life skills in children so that they can develop their independence and well-being.
  - Involving pupils directly in other communities through a Schools’ Linking project.

- **Ensure all vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced by:**
  - Continuing to monitor vulnerable groups of pupils through school data and ensure appropriate interventions are put in place.
  - Ensuring, through classroom observations, that first quality teaching targets all vulnerable groups of pupils.
  - Ensuring that specialist support and intervention is available to meet the specific needs of individual pupils in vulnerable groups. (see SEND/Inclusion policy)