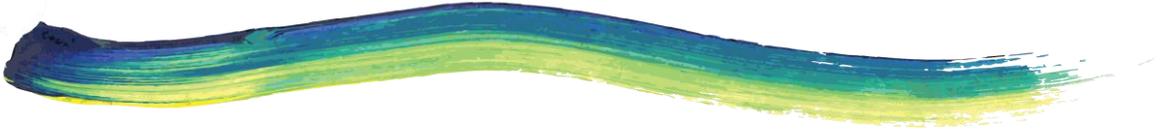


# **The Victory Primary School Single Equality Policy**

**Penny Sherwood**  
**Review:**

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The Victory Primary School provides education for all, acknowledging that the society in which we live is enriched by diversity.

We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school and wider community.

Respect for all should be evident in every aspect of school life and is underpinned by the intrinsic values of equality, fairness, trust collaboration and negotiation

We aim to maintain a strong and vibrant school community in which plays a positive role in the neighbourhood of the school and the wider community.

### **Rationale**

- To articulate the school's commitment to equality and , therefore, the values that permeate all other school policies and practices.
- To address all equality and anti discrimination issues in one document.
- To promote equality of opportunity and eliminate unlawful discrimination and harassment.
- To comply with statutory duties under equality legislation and relevant Codes of Practice.
- To recognise the role of the school as a focal point of the local community and as a resource to support learning and develop values.
- To ensure that everyone who belongs to or comes into contact with, our school community is valued and respected.
- To explore the school's links with the wider national and global community.

### **Legal Duties**

- We acknowledge our duties under that Rave Relations Act 1976 as amended by the Race Relations Amendment Act; the Disability Discrimination Acts 1995 and 2005: and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- We welcome our duties under the Education and Inspections Act 2006 to promote Community Cohesion.
- We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act of 1998.

### **Aims**

**In fulfilling the legal obligations referred to above, we are guided by seven core principles.**

**Principle 1: All learners are of equal value.**

We see all members of the school and wider community as of equal value regardless of

- disability
- ethnicity, culture, religious affiliation, national origin or status
- gender

## **Principle 2: We recognise and respect diversity.**

We will treat everyone equally but this does not necessarily involve treating everyone the same. As a school, we will not discriminate but will differentiate as appropriate to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantages people may experience in relation to:

- Disability, so that reasonable adjustments can be made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

## **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, so that they may experience good relationships with all members of the school community, and an absence of harassment.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents.
- mutual respect and good relationships between boys, girls, women and men, and an absence of sexual harassment

## **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees in recruitment, promotion and continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with and without disabilities
- people of different ethnic, cultural and religious backgrounds
- girls and boys, men and women

### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of the existing ones. We involve:

- people with and without disabilities
- people of different ethnic, cultural and religious backgrounds
- girls and boys, men and women

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of

- people with and without disabilities
- people of different ethnic, cultural and religious backgrounds
- girls and boys, men and women

### **Objectives**

We will put our core principles into practice and act as an equality champion and community leader by:

- promoting equality and diversity by assessing the impact of our policies on different groups
- challenging and eradicating discrimination by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- opposing all forms of prejudice which stand in the way of us fulfilling our legal duties
  - prejudices around disability and additional educational needs
  - prejudices around racism and xenophobia, including those directed towards religious communities, including antisemitism and Islamophobia, and those that are directed against travellers, refugees and asylum seekers
  - prejudices reflecting sexism and homophobia
- developing a long term strategic plan
- assessing the impact of this policy and our strategic plan

## **Procedures**

Every member of the school community is expected to act with honesty, integrity, care and kindness, thoughtfulness, responsibility and humility.

Action plans for further promoting equality of opportunity across all strands in all of the school's functions (as employer, service provider and community resource) and for community cohesion appear as standing items in the School Development Plan.

Every child is entitled to a broad and balanced academic and social curriculum which is accessible to them. Teaching and non teaching staff will work closely together to ensure that all learning tasks are meaningful and relevant to every learner and that curriculum content and resources represent and celebrate diversity.

Data relating to children's progress and attainment will be collected, analysed and used to ensure that no identifiable group is underachieving. We will look at trends over time as well as those currently in the school.

There will be zero tolerance on language or behaviour which is disrespectful to others. Language which insults, embarrasses, intimidates, humiliates or ridicules is unacceptable. Staff should use their professional judgement when dealing with any such incident. All complaints relating to harassment, abuse or discrimination should be recorded by the Head teacher and appropriate action taken.

Pupil behaviour, discipline and exclusions will be carefully monitored to ensure that no identifiable group is over represented without challenge.

The religious beliefs and practice of all staff, pupils and parents will be respected, and the school will comply with reasonable requests relating to religious observance and practice.

The content of this policy will be made known to all staff and governors, and as appropriate, to all parents and children. All staff and governors have access to a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion in appropriate detail.

Parents and carers are seen as key stakeholders in their children's learning and development; their views will be regularly sought, listened to with respect and receive a considered and appropriate response.

All staff, including support and administrative staff, will receive appropriate training and opportunities for professional development, both as individuals and as groups and teams.

We will ensure that the key principles listed above apply to the full range of policies and practices, including those that are concerned with

- Learners' progress
- Learners' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- pastoral needs
- behaviour , discipline and exclusions
- working in partnerships with parents, carers and guardians
- working with the wider community
- procurement of goods and services

## Roles and Responsibilities

**The Governing Body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented

Two link members of the governing body are appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the governing Body in fulfilling its role.

**The Head teacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

**All staff** are expected to:

promote an inclusive and collaborative ethos in their classroom

Deal appropriately with any prejudice-related incidents that may occur

Identify and challenge bias and stereotyping in the curriculum

Support pupils in their class for whom English is an additional language.

Keep up to date with equalities legislation relevant to their work.

## Monitoring and review

. And regarding any incidents involving discrimination or harassment. There will be a standing item on the policy to review incidents of discrimination at every meeting of the Full Governing Body.