



Conisbrough Ivanhoe Primary Academy

Equality Policy

June 2015

Approved by Governors July 2015
Review July 2019

Equality Policy

Introduction

The mission statement of Ivanhoe Academy talks of valuing the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest standard of which they are capable. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that Ivanhoe Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. We believe that diversity is a strength, which should be respected and celebrated by all who learn and teach at Ivanhoe.

Aims and Objectives

At Ivanhoe Academy, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Website, PSHE lessons and assemblies, School Council, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

Equality and the Law

This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school policies – Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. The Act requires all public organisations,

including schools, to comply with the general Public Sector Equality Duty and two specific duties.

The General Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duties require us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

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:

- ensure 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;
- promote attitudes and values that will challenge racist behaviour and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the achievement 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;
- monitor, analyse and use data to improve the ways in which we provide support to individuals and groups of pupils.

Tackling racial harassment

Any incident of racial harassment is unacceptable in our school. Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- report the incident to the Headteacher or Deputy Head, who will take appropriate action regarding the aggressor and victim, then fill in the appropriate Behaviour Report. Any incident of a racist or homophobic nature, and other incidents of harassment or bullying are dealt with by the member of staff present and other members of staff informed as necessary. All incidents are reported to the Headteacher and racist and or homophobic incidents are reported to the governing body and local authority;
- the Headteacher or Deputy Head will inform both sets of parents or carers of the incident and action taken;
- take action to address the issue with the year group / school as appropriate through circle time and / or assembly.

Policy impact

We have a rolling programme for reviewing our school policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the 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 information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

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

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

- exclusions;
- attendance;
- behaviour;
- incidents of racism, racial harassment and bullying;
- FSM;
- SEN/D.

Our monitoring activities enable us to identify any differences in pupil performance, which allows us to take appropriate action to meet the needs of specific groups and to set targets in our School Improvement Plan where appropriate.

Staff development

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the school's strategic plan. Funding for professional development is identified within the School Budget.

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