

Khalsa Primary School



Equalities Policy

1 Introduction

1.1 Our school values the individuality of all of our children. We are committed to giving each child the opportunity to achieve. We offer a broad and balanced curriculum and in delivering it we take account of pupils' varied experiences and needs. We have high expectations for all our children and are committed to giving each individual child the opportunity to develop academically, socially, morally and spiritually.

Our Equalities Policy includes staff, parents and carers and we aim to treat all adults and children with respect and dignity, encouraging our children to do the same.

1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with the Act, it seeks to ensure that the school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership.

2 Aims and objectives

2.1 We will not discriminate against anyone - staff, pupil or parent - on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.

2.2 Through the education that we provide at Khalsa we aim to promote the principle of fairness and justice for all.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We wish to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

2.5 We aim to ensure that all recruitment, employment, promotion and training processes are fair to all.

2.6 We will challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

3 Racial equality

3.1 In our school we:

- positively celebrate diversity;
- work to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of gender, race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

3.2 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

3.3 Our school and its environment must be welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

4 Disability non-discrimination

4.1 We are committed to meeting the needs of disabled children. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities.

5 Gender equality

5.1 We are committed to seeing girls and boys making the best possible progress at Khalsa.

5.2 We recognize that nationally, gender is one of the key factors affecting educational performance; but we know that social class, ethnic origin and local context can play a significant part in the relative achievement of boys and girls. We seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

5.3 We do not tolerate or accept any derogatory homophobic name-calling.

6 The role of the class teacher

6.1 Class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

6.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. We must all be careful that the language we use not reinforce stereotypes or prejudice.

- 6.3 We seek to implement this policy when planning the children's work and to draw attention to the significant contributions made currently and in past times by women and by people of different ethnic groups and with disabilities.
- 6.4 We also aim to show the true diversity of development in different parts of the world.
- 6.5 All teachers and support staff challenge any incidents of prejudice or racism. Any incidents which display prejudice are drawn to the immediate attention of the headteacher.

7 The role of the Headteacher

7.1 It is the Headteacher's role to:

- ensure that the school's policy on Equalities is implemented effectively;
- ensure that all staff are aware of the school policy on Equalities, and that teachers apply these guidelines fairly in all situations;
- ensure that appointment panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equality when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life, including collective worship and displays
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

8 The role of governors

- 8.1 In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 8.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.
- 8.3 The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school.
- 8.4 The governing body takes all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- 8.5 The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race and with respect for the child's cultural traditions.

9 Monitoring and review

- 9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of pupils from significant groups, comparing it with the progress made by other pupils in the school;

- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take seriously any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and any exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

Reviewed July 2014

This policy must be read in conjunction with other school policies e.g preventing extremism
September 2015