

Westgate Primary School

- A Place of Excellence -

School Equality Scheme

2014-2017

Ratified by Governors - June 2014



Purpose of the Equality Scheme

This Equality Scheme is the school's response to the specific and general duties in the current equality legislation listed below. It is an attempt to capture how the school is establishing and implementing good practice in equality and diversity across all areas of school life.

The Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment
- promote equality of opportunity
- promote positive attitudes
- encourage participation
- take steps to take account of difference.

An action plan that is renewed annually accompanies this Equality Scheme.

This action plan embraces the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Equality Scheme responds to the current equalities legislation:

Race Relations Act (RRA) 1976/2000

Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007

Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

Disability Discrimination Act (DDA) 1995/2005

Education and Inspections Act 2006 - duty to promote community cohesion.

Vision and values:

Westgate Primary School believes that every member of our community – whether adult or child – should feel that they are important and valued.

We believe that schools should be inclusive communities that welcome and celebrate differences. Full and meaningful partnership with parents and professionals – and the active involvement of other members of the local community is also valued. We intend that our vision and values will actively seek to promote equality and to tackle discrimination.

We aim to create an environment for learning which will encourage all children to achieve the highest standards – through the provision of a broad, balanced and imaginative curriculum, high expectations, and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of children at the school, and prepare children for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations, we are guided by the following principles:

1: All learners are of equal value

We see all learners, their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

3: We foster positive attitudes and relationships, and a shared sense of and belonging

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

- positive attitudes towards disabled people, good relations between differently abled people, and an absence of harassment of disabled people
- 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 relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4: We observe good equalities practice in staff recruitment, retention and development

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

6: School and the wider community

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 all aforementioned groups.

School Context

The nature of the school population and context will inform action planning for the Equality Scheme. This includes:

- the geographical location of the school
- the training available to staff on equality issues
- the turnover of pupils and staff
- the population of disabled pupils and staff at the school (using the breadth of the DDA definition of disability: *“A disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”*)
- examples of reasonable adjustments the school makes as a matter of course
- the nature of the school and its site regarding access
- the ways in which information is currently provided for disabled pupils
- the ethnic composition of pupils and staff

- racist incidents at the school and in the local area
- languages spoken at the school
- recruitment, development and retention of staff against social identity factors
- analysis of end of key stage results including that of vulnerable groups
- attendance data
- exclusion data
- participation on school trips
- participation in extended school activities.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against while in our school on account of their race, sex or disability.

The role of the Executive headteacher/Head of School (or senior leader responsible for Equalities)

- It is the Executive headteacher/Head of School's role to implement the school's Equality Scheme and she is supported by the governing body in doing so.
- It is the Executive headteacher/Head of School's role to ensure that all staff are aware of the Equality Scheme, and that teachers apply these guidelines fairly in all situations.
- The Executive headteacher/Head of School ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Executive headteacher/Head of School promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities for participation in all aspects of school life.
- The Executive headteacher/Head of School treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Scheme.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Executive headteacher/Head of School.
- Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, who will escalate the matter to a class teacher or to the Executive headteacher/Head of School where necessary. All incidents are reported to the Executive headteacher/Head of School; and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on 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.

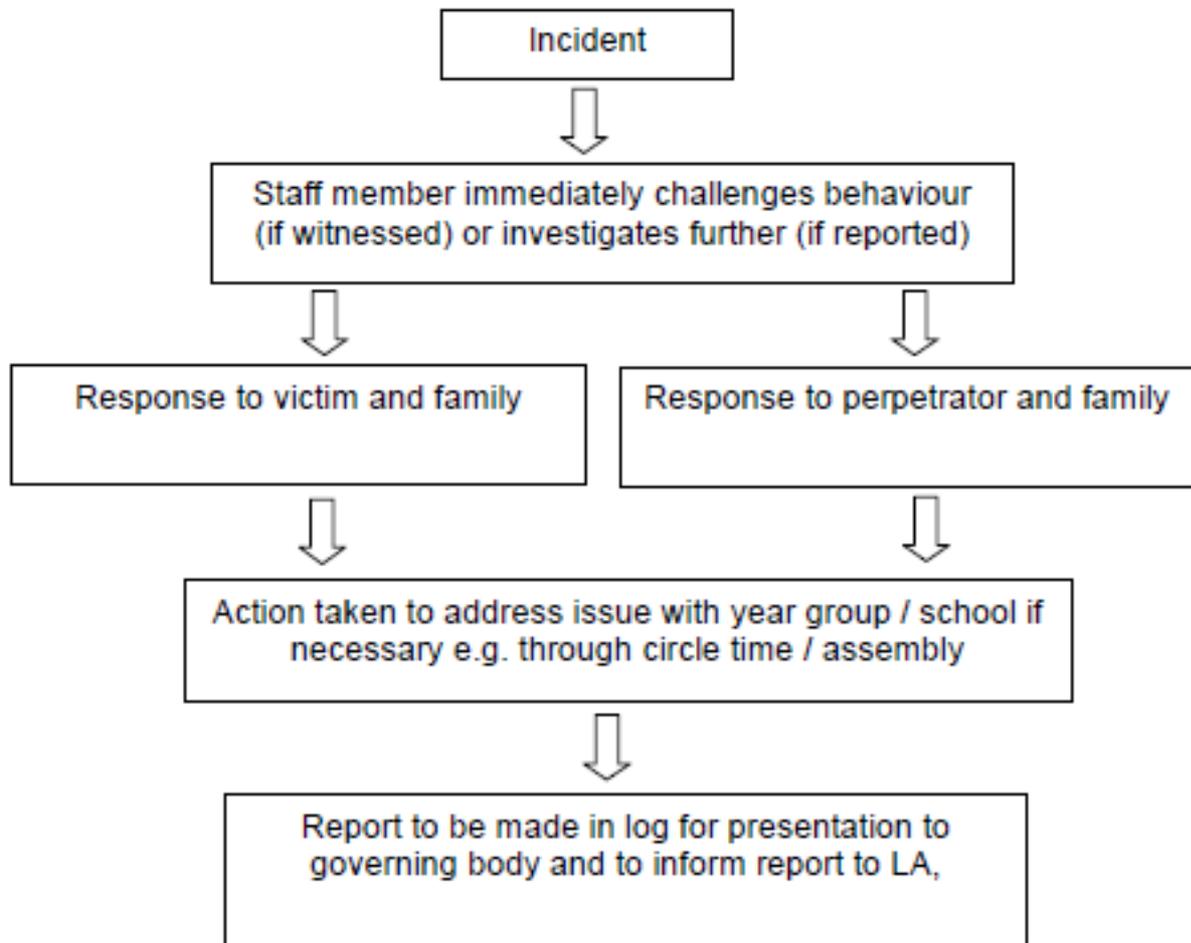
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- use of derogatory names, insults and jokes
- racist, sexist, homophobic or discriminatory graffiti
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully owing to victim's race, disability, gender or sexual orientation
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory organisations and groups
- ridicule of an individual for difference e.g. food, music, religion, dress etc
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they should report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the wellbeing of the whole school.



Publishing the plan

In order to meet the statutory requirement to publish an Equality Scheme, we will publish our plan on the school website.

Hard copies can be made available on request.

Date: June 2014

Chair of governors:

Executive Headteacher: