

Gillespie Primary School



**Equalities Policy
September 2018**

Gillespie Primary School

Equalities Scheme

Gillespie Primary School thrives as part of a diverse multi-cultural community. We are very proud of our many different cultures which make our school a vibrant place to learn and develop.

Growing together

At Gillespie School we believe that everyone in our community can grow to be a highly motivated life long learner . We provide a safe and vibrant environment where children and adults thrive on challenging and creative learning experiences. We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Every Child Matters at Gillespie Primary School, whatever their race, gender, special need or disability and shall have an equal opportunity to learn and to achieve to the best of their ability.

All children shall have the right to develop self-confidence, to be respected and to be valued.

All members of our community shall be fairly and justly treated as equal.

We will not tolerate any racist, sexist or xenophobic behaviour, or any behaviour that discriminates in any way against an individual or group. This is unacceptable in our school community and will always be challenged

Aims and values:

Our Equality policy is supported by the school's vision statement and the values which give us purpose, direction and meaning in everything we do. We tackle discrimination and promote equality and good relationships across all areas of school activity & decision making including:

- Progress, attainment and assessments
- Behaviour, discipline and exclusions.
- Pupils' personal development and pastoral care
- Teaching and Learning
- Admissions and attendance procedures.
- Curriculum
- Home school liaison service outreach services
- Staff recruitment and continuing professional development
- Partnerships with parents and communities

This policy links to every policy, especially Inclusion, SEN, Equal Opportunities, EMA, Teaching & Learning, Assessment, Behaviour and every section of the School Improvement Plan (SIP). Clear targets are set within the SIP for

addressing any equality issues which are reviewed each year to evaluate whether our outcome targets have been met & if the impact is positive.

Statement of commitment:

Every adult who works in Gillespie Primary School individually and collectively is committed to promoting equality, good relationships and will not tolerate any unlawful discrimination, promoting equality of opportunities for children and for each other at all times. It is the responsibility of Governors, Head teacher, all staff, pupils, parents and visitors to the school to work together to positively promote equality and good relationships and eliminate discrimination ensuring that this policy is in practise every day.

- We will encourage, support and give opportunities for all pupils and staff to reach their potential. The curriculum will take full account of the gender, ethnicity, background, language, ability/disability and religion of every child.
- We will monitor pupils' personal development, attainment & progress individually & also anonymously by gender as well as by ethnicity, language & ability/disability.
- Active steps will be taken to ensure that admissions, attendance, discipline & exclusion processes are fair & equitable to pupils from all ethnic, ability and gender groups.
- We will endeavour to complete impact assessments through developing & reviewing school policies.
- We will raise children's awareness of this policy and our determination that it is a policy in action each and every day. Staff are committed to listening to children and involving them in all issues related to equality, involving them in decision making, where appropriate.
- We will work in partnership with parents and the wider community to establish and promote equality, disseminate good practice and tackle discrimination. We plan for events to involve parents in their child's education & in the life of the school. We will monitor the views of all members of the school community. Views of parents, the wider community, staff & children will inform planning & decision making.
- Recruitment & selection procedures are consistent with 'The Equality Act 2006 of practice in Employment.' And the Disability Discrimination Act 2005. The training & professional development of all staff enables them to be confident about equality issues.

Equality means giving everyone the same chances no matter how different they are. It also means sometimes giving some people extra help.

Race Equality

The Race Relations (Amendments) Act 2000 addresses the statutory duty for schools to:

- Promote racial equality
- Promote good race relations between people of different racial groups
- Eliminate unlawful racial discrimination
- Promote equal opportunities

In order to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Expand access all communities and in all areas of school activity
- Eliminate unlawful racial harassment.
- Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Equality Action Plan.

Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islam phobia, and against Travellers, refugees and asylum-seekers.

Community Cohesion

From September 2007 we understand our duty to promote community cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000 and consider this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together.

The Disability Equality Duties

At Gillespie School we always consider the impact of our work on disabled people, and will always take action to tackle disability inequality. We are totally committed to disabled people having the same opportunities and not coming across discrimination when using our services. We also promote positive attitudes towards disabled people in everyday life through assemblies and classroom practice. We encourage parents who have disabilities to liaise with the school about their need so that we can plan support wherever possible to ensure that the school is as accessible as possible so that disability does not hinder full access to school provision and services. The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Parts of our building are inaccessible to severe physical disability, however we would always try to accommodate where possible.

The Gender Equality Duties

By unlawful sexual discrimination we mean treating one person less favorably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*Refer further: our school's Behaviour policy*)

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage, which are based on socially, ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

Sexual Orientation

The Sexual Orientation Regulations 2003 and the Equalities Act 2006 (which introduced the Sexual Orientation Regulations 2007) defines sexual orientation as a 'sexual orientation toward persons of the same sex, persons of the opposite sex, or persons of the same sex and the opposite sex'. Accordingly the regulations prohibit discrimination against not just lesbians and gay men, but heterosexual and bisexual people as well. Both regulations include perceived sexual orientation, to address a situation where someone is discriminated against because he or she is thought to be gay or lesbian. This definition enables gay applicants not to have to 'come out' in order to bring a claim, and also protects those heterosexual applicants that become the subject of stereotypical homophobic assumptions about appearance or manner.

Identifying Racist, Sexist, Homophobic, Xenophobic Behaviour

At Gillespie School all children and adults are encouraged to respect each others:

- Cultural heritage
- Beliefs and practices
- Gender
- Disability

And to understand that there are similarities and differences between all people.

There are occasions when a child or adult might exhibit racist, sexist, homophobic, xenophobic behaviour towards another person. These need to be swiftly identified and dealt with.

Racist, sexist, homophobic, xenophobic behaviour can take a variety of forms. Some of these are more obviously offensive than others, however, some

apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that we may encounter:

- Derogatory name calling, insults, abusive jokes and language
- Abusive comments during discussion in lessons
- Ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carer, for example food, music, dress etc
- Refusal to cooperate with others because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carer, or disability.
- Verbal abuse and threats
- Physical assault against a person or group
- Abusive graffiti
- Incitement of others to behave in an abusive way
- Bringing abusive material such as leaflets, comics or magazines into school
- Provocative behaviour such as wearing abusive badges or insignia
- Attempts to recruit other children to racist, sexist, homophobic, xenophobic organisations and groups

Leadership and management:

The Governors, Headteacher and the Leadership team along with subject leaders are committed to making this policy a reality by:

- Creating a learning environment which is positive and vibrant and is accessible to every pupil and one which every pupil can relate to.
- Creating a atmosphere and ethos based on respect for people's differences.
- Tracking every child's achievement, challenging them appropriately and encouraging and supporting all pupils and staff to reach their potential, monitoring the impact of programmes & initiatives.
- Tracking the progress of all ethnic, gender, and ability groups setting relevant targets.
- Ensuring that intervention strategies are available for all pupils who are under-achieving.
- Showing commitment to challenging and preventing inequality, clearly articulating the promotion of equality and determination to eliminate discrimination.
- Taking strategic action to raise the attainment and achievement of all underachieving groups, tracking their progress.
- Working with parents and the wider community, establishing positive relationships tackling racial discrimination.
- Dealing with reports on racist, sexist, homophobic, xenophobic incidents following the LA reporting procedures dealing with each individual incident appropriately.
- Ensuring that the equality policy and procedures are followed by all and monitor that this policy is alive in the school & is in practise.

Roles and responsibilities:

In addition, it is crucial that everyone is clear about what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of everyone, including non-teaching staff and governors.

The Headteacher is responsible for:

- Implementing the Equality Policy.
- Assessing and monitoring the impact of the policy through the various Action Plans specifically related to this policy.
- Ensuring that curriculum planning takes account of ethnicity, religion, gender, ability/disability, & the language needs of all pupils.
- Working with the Senior Management Team in tracking all under-achievement & ensuring programmes are in place to ensure all children make progress.
- Ensuring that all staff are fully aware of their responsibilities, that equality thinking is developed and that they are given the opportunity to attend training.
- Taking steps to ensure that everyone associated with the school is kept informed about the school's Equality Policy & that they abide by them.
- Ensuring that efforts are made to recruit staff from all communities.
- Ensuring that there is equality of opportunity for access to all staff promotion and training opportunities.
- Making regular reports about equality to governors referring to the impact assessment process of attainment levels & in policy development & review.
- Ensuring the school's monitoring methods from consultation through meetings, surveys, questionnaires, statistics & analysis of data & policies all impacts upon improving attainment, service & school procedures.
- Dealing with harassment & following procedures for handling complaints & incidents.

The Governors are responsible for:

- Making sure that the school complies with the Equality Laws
- Making sure that the Equality Policy and its procedures are followed.
- Ensuring, with the Headteacher that the Equality Policy & procedures are regularly reviewed & their effectiveness evaluated & that the views of all sections of the school community, including children are sought.
- Ensuring that the results of all groups are tracked with equality in mind.

All staff are responsible for:

- Dealing with racist, sexist, homophobic, xenophobic incidents & reporting these to the Headteacher.
- Eliminating discrimination.
- Promoting Equality and not discriminating on racial, gender, religious, sexual orientation, disability grounds.
- Tracking the progress of individuals and groups, assessing impact.
- Meeting with parents, arranging for interpreters, when necessary & informing them of their child's progress & agreeing targets to support the child's progress.

- Ensuring that they use an inclusive approach via curriculum delivery and teaching strategies.
- Taking up opportunities for training.

Procedures for dealing with and reporting Inequality Incidents
In all instances Head teacher will be informed

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist, sexist, homophobic, xenophobic jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal abuse of that kind will not be tolerated • Individuals who are abusive must be referred to the a member of the Leadership Team who will take action according to Behaviour Policy • Parents/Carers should be informed • Offer support to the victim and counselling for the perpetrator • Record on the Harassment Incident Reporting Form (HIRF)
(b) Racist, sexist, homophobic, xenophobic comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Statements of this nature must not be allowed to go unchallenged • Pupils who make inappropriate comments must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Record on the HIRF • Parents/Carers should be informed
(c) Ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carer, for example food, music, dress etc	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that that type of behaviour will not be tolerated • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Offer support to the victim and counselling to the perpetrator • Record on the HIRF
(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carer, or disability.	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on any of the identified grounds • Pupils refusing to cooperate must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy • Parents/carers should be informed • Offer support to the victim and counselling for the perpetrator

	<ul style="list-style-type: none"> Record on the HIRF
(e) Verbal abuse and threats	<ul style="list-style-type: none"> Members of staff must not ignore any form of verbal abuse in the school Explain fully to the perpetrator that verbal abuse will not be tolerated Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy Parents/carers should be informed Offer support to the victim and counselling to the perpetrator Record on the HIRF
(f) Physical Assault	<ul style="list-style-type: none"> Report to the Headteacher The Head teacher will make a full report and will take action according to the Behaviour Policy Informed report to Parents/Carers Take necessary action to prevent recurrence Offer support to the victim and counselling to the perpetrator Record on the HIRF
(g) Racist, sexist, homophobic, xenophobic graffiti	<ul style="list-style-type: none"> All abusive graffiti in the school must be reported to the Headteacher and should be removed immediately Regular checks should be made and steps taken to discourage reappearance of graffiti If the perpetrator is known Report to the Head teacher The Head teacher will make a full report and will take action according Behaviour Policy Inform Parents/carers Take necessary action to prevent recurrence Offer support to the victim and counselling to the perpetrator Record on HIRF
(h) Incitement of others to behave in a racist, sexist, homophobic, xenophobic way	<ul style="list-style-type: none"> Pupils should be referred to the Headteacher who will take action according to Behaviour Policy/Anti Bullying Offer support to the victim and counselling for the perpetrator Parents/carers must be informed Record on the HIRF
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> All forms of racist literature and materials must be removed Pupils should be referred to the Headteacher who will take action according to Behaviour Policy and the nature of the material they brought to school) Parents/guardians must be informed Record on HIRF
(j) Provocative behaviour	<ul style="list-style-type: none"> We will not permit the wearing of abusive badges

such as the wearing of racist, sexist, homophobic, xenophobic badges or insignia	<p>or insignia</p> <ul style="list-style-type: none"> • Pupils wearing such badges or insignias should be referred to the Headteacher and asked to remove the item immediately who will take action according to the Behaviour Policy – dependent on whether pupil understood the nature of the material they brought to school) • Parents/carers must be informed • Record on the HIRF
(k) Attempts to recruit to racist organisations and group	<ul style="list-style-type: none"> • Report immediately to the Head teacher who will take action • 'Recruiter' should be interviewed • The parents/guardians must be informed • Record on HIRF

Incidents involving staff

An allegation of racist, sexist, homophobic, xenophobic behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with harassment as part of staff grievance procedures. A complaint of abusive behaviour will be dealt with in accordance with the complaint & discipline procedure if allegations are substantiated. We follow the LDBS Grievance procedures

Incidents involving Parents/Carers or Visitors

Racist, sexist, homophobic, xenophobic behaviour will not be tolerated under any circumstances at **Gillespie School**. Any perpetrator of this behaviour will be challenged by a member of staff and the incident should be officially reported and recorded for the Headteacher.

The perpetrator will meet with the Headteacher who will explain the School Policy and challenge the perpetrator's actions. The perpetrator will be given the opportunity to apologise and learn from the experience. A second offence will mean an automatic fixed term ban from the school premises and may lead to a formal report to the police.

Incidents Outside School

There may well be occasions when racist, sexist, homophobic, xenophobic incidents outside school, or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

Racial, homophobic, xenophobic tension

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is not identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting, homophobic, xenophobic tension within the school as a whole should be reported, for example small groups of pupils form isolated groups within the playground or the classroom.

Supporting the Victims

It is important that the school creates a climate in which victims or abusive incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such report should be followed up. Schools will wish to consider the particular vulnerability of pupils with special educational needs who may also be prey to racist, sexist, homophobic, xenophobic abuse within the school but find communication on their position and feelings difficult.

Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

School Records

All incidents that are perceived to be of an abusive nature should be recorded on the Harassment Incident Reporting Form.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of such incidents and give some indication as to how effectively the school is combating such behaviour. This internal record keeping system will be monitored as part of the Authority's statutory functions and reported to the Governor's termly.

Employment Practices

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to encourage people from underrepresented groups to apply for position at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wider range of role models and reflect the diversity of the local and wider community.

The school will monitor its practice in selection and recruitment, selection for redundancy, restructuring, redeployment and retirement, training and development, promotion, performance management, award for pay and allowances, grievance, disciplinary, harassment and discrimination. A yearly analysis will be carried out and reported to governors.

Curriculum

Curriculum planning takes account of the ethnicity, gender, religious, disability, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure inclusion of:

- Boys and girls;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interest and capabilities of all pupils and take account of parental concerns related to religion and culture

Monitoring and Evaluation:

We will monitor the impact of this policy through:

- Progress, attainment and assessments analysis of ethnic, gender and ability/disability
- Attendance analysis
- Behaviour, discipline, bullying and exclusions records
- Pupils' personal development and Inclusion team meeting minutes/ records
- Teaching and Learning (monitoring and observations of practice – lessons, books, plans and environment)
- Admissions and attendance procedures.
- Curriculum content
- Home school liaison service outreach services records
- Staff recruitment and continuing professional development records
- Partnerships with parents and communities
- Employment practices (as above)
- Policies review

THE HEADTEACHER AND GOVERNORS WILL TAKE LEGAL ADVICE AND WILL NOT HESITATE TO TAKE LEGAL ACTION IN THE EVENT OF A BREACH IN THIS POLICY