



Windermere Primary School

Equality & Diversity Policy

1 Aims and objectives

- 1.1 At Windermere School, we do not discriminate against anyone, be they staff, parent or pupil, on the grounds of their ethnicity, religion, attainment, age, disability, gender, sexual orientation or background. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by our school.
Additional support from specialist teachers or support staff is provided where necessary to ensure no child or parents are denied equal access to our school or our curriculum.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our school community and the wider community and show respect for all minority groups, and form partnerships with the wider community as per the Cohesion Action Plan.
- 1.8 Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all, combating ignorance which can lead to prejudice and stereotyping.
- 1.9 Through attendance monitoring to identify groups vulnerable to under-attainment through poor attendance.

2 Racial Equality – see Racial Equality Policy

- 2.1 It is the right of all our pupils to receive the best education Windermere School can provide, with access to all educational activities. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.
- 2.2 We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum, the children study the importance of religious festivals in the major world religions.

Should anyone at our school be a victim of racism, we will support that person in overcoming any difficulties they may have.

3. Disability Non-discrimination

- 3.1** Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 3.2** The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 3.3** Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

4 Gender Equality

- 4.1** We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 4.2** We have put in place a number of measures to raise the achievement of the boys. These include:
- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
 - removing gender bias from our resources;
 - making sure that our displays reflect boys and men as effective learners and achievers;
 - encouraging boys to read fiction.
- 4.3** We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

5 The Role of Governors

- 5.1** The Governing Body ensures the school complies with all equality and diversity legislation.
- 5.2** The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to ensure that all members of the school community are treated fairly and with equality.
- 5.3** The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. (See Disability Access Plan)
- 5.4** The Governing Body will make arrangements for disabled pupils.
- 5.5** The Governors welcome all applications to join the school, whatever background or disability a child may have.
- 5.6** The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

6 The Role of the Headteacher

- 6.1** It is the Headteacher's role to implement Windermere School's Equal Opportunities Policy and is supported by the governing body in so doing.
- 6.2** It is the Headteacher's role to ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations.
- 6.3** The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 6.4** The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 6.5** The Headteacher treats all incidents of unfair treatment and any racist incidents seriously and investigates all allegations thoroughly. (See Racial Equality Policy)

7 The Role of the Class Teacher and Support Staff

- 7.1** The class teacher and support staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 7.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 7.3** When designing our schemes of work, we use the National Curriculum document, QCA guidelines and this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history.
- 7.4** All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are brought to the attention of the Headteacher, investigated and recorded in the Racist Incident Log Book.

8 Monitoring and Review

- 8.1** It is the responsibility of Windermere School's Governing Body to monitor the effectiveness of this Equal Opportunities policy. The Governing Body does this by:
- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
 - monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
 - requiring the Headteacher to report to Governors on an annual basis on the effectiveness of this policy;
 - taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
 - monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

This Policy will be reviewed annually by the Governing Body or earlier if necessary following new government or County guidelines.

Boz Lapinski, May 2012

Agreed with governors		Date: May 2012
Reviewed		Date:
Reviewed		Date:
Reviewed		Date: