

ABBEYS PRIMARY SCHOOL



Aim, Aspire, Achieve @ Abbeys
Abbeys Primary School
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Equalities Policy

Date of policy: February 2021
Review Date: February 2024

Aims

Equal opportunity at Abbeys Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community ie pupils, staff, governors, parents and community members. It is based on the core values and ethos as expressed in the school's aims.

These aims are designed to ensure that the school meets the needs of all, taking account of gender/gender reassignment, race, culture, religion or belief, language, sexual orientation, age, ability, disability and social circumstances. In this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse and changing society.

Protection from discrimination outlined in the 2021 Equalities Act now extends wider than the person's own protected characteristic, to include association and perception for the following: race, religion or belief, sex/sexual orientation, disability and gender reassignment.

The school's commitment to equality

Abbeys Primary School will endeavour to:

- Ensure that all pupils and staff are encouraged and able to achieve their full potential.
- Respect and value differences between people.
- Prepare pupils for life in a diverse and multi-cultural society.
- Acknowledge the existence of racism and take steps to prevent it. Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly. Action is taken in line with Milton Keynes Council guidelines.
- Recognise that diversity has a positive role to play within the school.
- Staff foster a positive atmosphere of mutual respect and trust among all pupils.
- The school caters for dietary and dress requirements of different religious groups.
- The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.
- Intolerant behaviour is always unacceptable. All the school policies reflect a commitment to equal opportunities.
- Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Leadership and Management

All people who are part of a school have a responsibility in ensuring that this policy is implemented. Roles and responsibilities vary:

The Governing Body will:

- Ensure that the school complies with the Equalities Act 2010 and subsequent changes or extensions to equalities legislation.
- Ensure that the policy and its related procedures and strategies are implemented.
- Identify a governor with lead responsibility for equalities.

The Headteacher will:

- Work in partnership with the governing body to ensure that the policy and related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Treat seriously all incidents of racial or other discrimination and take appropriate action against staff or pupils who discriminate.
- Identify a member of staff to be responsible for co-ordinating equalities work and dealing with reported incidents of racism or other discriminatory harassment.

All staff will:

- Deal with incidents of discrimination and know how to identify and challenge stereotyping based on membership of a group as defined by the Equalities Act 2010;
- Ensure that they do not discriminate on grounds of age, gender, sexual orientation, disability, ethnicity, culture, religion or language.

Teaching Staff (In additional to All Staff) will:

- Promote equality and diversity through teaching and through relating with pupils, staff, parents and the wider community to embed SMSC (spiritual, moral, social and cultural) and British Values
- Monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Visitors and contractors will:

Be aware of and comply with the school's Equalities Policy.

GOOD PRACTICE AND FOCUS AREAS:

Teaching and Learning

- Staff create an environment where all pupils can contribute fully and feel valued.
- Teaching takes account of and values pupils' cultural backgrounds, linguistic needs and different learning styles.
- Teachers challenge stereotypes and build pupil awareness so that they can detect bias, including unconscious bias, and challenge discrimination.

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity and inclusion.
- Pupils have the opportunity to explore concepts and issues relating to identity, equality and values.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum which addresses the social, moral, spiritual and cultural aspects of teaching and learning.
- Resources and displays portray positive images of different people and cultures.
- Extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of potential parental concerns related to religion and culture.

Attainment, progress and assessment

- The school has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards in an inclusive environment.
- The school recognises and values all forms of achievement.
- Pupil attainment and progress are monitored by ethnicity and SEND support, evaluated to identify trends and narrow any gaps in achievement.
- Action is taken to remove disparities between different groups of pupils.
- All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.

Behaviour, discipline and exclusions

- The school ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils.
- All staff operate consistent systems of rewards and sanctions.
- In the event of an exclusion being imposed for a child with an EHC Plan, the SEN Code of Practice is followed.

Racism, and harassment relating to other protected characteristics

- The school actively promotes good personal and community relations.
- Any incidents of racism or other harassment relating to a person's protected characteristic are recorded and thoroughly investigated.
- Pupils and staff are aware of the procedures for dealing with racism and racial harassment.
- The school works closely with Milton Keynes Council and other partners to tackle racism and equalities harassment within the school.

Admissions and attendance

- The admissions policy and criteria are equally open to all pupils.
- The admission process is monitored to ensure that it is administered consistently and fairly.
- Provision is made for leave of absence for religious observance. This includes staff as well as pupils.
- Pupil attendance is monitored for disadvantaged pupils.

Staff recruitment and professional development

- All the posts, including those for non-teaching staff, are advertised and open to the widest pool of applicants, in line with equalities guidance.
- Everyone involved in recruitment and selection is aware of what they should do to avoid unconscious discrimination or bias.

Partnership with parents and community

- All parents are encouraged to participate in the full life of the school.
- Action is taken to encourage the involvement and participation of under-represented groups of parents.
- Information and material for parents are accessible in user-friendly language and in languages and formats other than English as appropriate.
- In the instance of school lettings, the school's premises and facilities are fully accessible to and used by groups from all local communities.

Monitoring and review

The governing body will monitor the implementation of the policy regularly to ensure that it does not disadvantage any particular section of the community.

The policy will be reviewed in line with the School Improvement Plan, and changes in legislation as appropriate.

February 2021