COLLIS PRIMARY SCHOOL

Equalities Policy

Collis Primary School
Fairfax Road, Teddington TW11 9BS

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Non-Statutory Policy

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1. Introduction

The Public Sector Equality Duty 2011 has three aims under the general duty, to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

2. Advance equality of opportunity between people who share a protected characteristic and those who do not; and

3. Foster good relations between people who share a protected characteristic and those who do not.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics;
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The aims of the Duty above apply to eight of the nine protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief and sexual orientation (only the first aim applies to the ninth characteristic - marriage and civil partnership).

2. Statement of Principle

Collis Primary School is fully committed to promoting equality and tackling discrimination in all its forms. We aim to be inclusive in our policies, outlook and practices.

Our core values of achievement, respect, working co-operatively, participation and high expectations form the basis for excellence and future success for all. Each child is valued both as an individual and as a member of the school community.

We recognise that all children, staff, parents and governors make a valuable contribution to the community. We will promote the development of all children and adults in an inclusive manner and believe that the teaching, learning, attitudes, attainment and well-being of everyone at school matters. We take into account children's varied life experiences to ensure that each child is catered for according to their needs academically, socially and emotionally. We recognise the vast scope of this policy and that there are links that overlap with all areas of our work.

3. Aims

- To challenge and actively tackle all forms of discrimination;

- To provide guidance on equality matters;

- To celebrate diversity and contributions made by all the groups in the school community;

- To consider the impact of any changes to policy or practice on equality, diversity or inclusion in relation to pupils or staff;

- To raise awareness of the cultural, ethnic and social mix of the School;

- To adapt our teaching and learning enabling each child full access to all areas of the curriculum; and

- To monitor the progress and attainment levels of all pupils in the School, taking into account the needs of pupils from minority/disadvantaged groups and taking appropriate measures to enable all pupils to achieve the expected standards.

4. Commitments

We will:

- Take into account the needs of all people including:
  - All genders, all ages
  - Minority ethnic and faith groups
  - Asylum seekers and refugees
  - EAL learners
  - Travellers
  - Children with special educational needs and/or a disability
  - Children who are looked after or adopted
  - Children with health issues
  - Children from families under stress
  - Any children at risk of disaffection and exclusion

- Audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the School, the local community and the wider community;

- Enlist the help and support of relevant LA services;

- Use external agencies such as Speech and Language, Educational Psychologist etc. for advice;

- Use performance management to set targets for pupil progress;

- Support training to ensure that children have access to the best learning experiences possible;

- Ensure that every child has access to a range of educational visits that enriches the curriculum;

- Monitor individual attendance weekly and half termly (Education Welfare Officer) and investigate attendance trends of different groups;

- Report racial incidents termly to the LA;

- Ensure incidents of extreme behaviour are recorded, investigated and dealt with and consider their impact; and

- Use the School's PHSE&C Framework to encourage and enable children to express their concerns about issues with the School – School Council supports this work.

5. Assessing and Monitoring

This policy will be reviewed every three years. We will assess the effectiveness of our Equality Policy by regularly monitoring and discussing the following:

- Pupil curricular and extra-curricular access, engagement and progress;
- Any discriminatory behaviour or actions that are evidenced within the school community; and
- Pupil awareness of equal opportunity and diversity related issues and the contribution that others make to the School and wider communities.

This will be carried out through review systems that are in place and include pupil progress meetings, termly returns to the LA, termly SIP reports and SLT meetings.

6. Reporting Procedures

- Weekly inclusion meetings (Head Teacher, Lead Assistant Head, SENCo,)
- Weekly staff meeting agenda item for raising concerns about individual children
- Termly Head Teacher's Report to the Governing Body
- Support Plan meetings and reviews
- Liaison with parents and carers
- Parent/Teacher interviews

7. Other Key Policies

- Equalities: Information and Objectives – provides further information about how the School meets the aims of the Equality Duty
- Special Educational Needs and Disabilities
- Accessibility Plan
- Behaviour (and Anti-Bullying)
- Admissions
- Designated Teacher for Children who are looked after