

Fell Dyke Community Primary School

Policy for Inclusion and Equality of Opportunity

Introduction

This Equality Policy for Fell Dyke Community Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

- This policy is intended to promote equality of opportunity and inclusion in all aspects of school life. It is relevant for pupils, staff, parents, carers, governors and visitors to the school.
- The school regards the issues of inclusion and equality of opportunity as a central tenet and this is reflected in the school aims and the work that is carried out here.
- It is recognised that discrimination, for any reason is damaging to the person affected and is a waste of individual potential.
- It is important to challenge discrimination. Not to do so reinforces the views held by those who discriminate.
- It is important to recognise that the school, its organisation and procedures can discriminate institutionally as well as individuals within the institution and this area also needs to be tackled.
- This policy should be read in conjunction with school core purpose and foundation statements, and all other school policies.

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Aims

- To respect all people (children and adults) as individuals and treat them with equal care and consideration regardless of physical and intellectual ability, race, gender, social or cultural background.
- To provide equal access to all aspects of school life.
- To challenge myths and stereotypes which provide false grounds for unequal treatment of individuals or groups.
- To meet the needs of individuals so they have the opportunity to reach their potential in a rapidly changing world, by responding to specific individual needs quickly and effectively.
- To ensure that school systems, organisation, procedures and ethos promote inclusion and equality of opportunity.
- To develop an awareness of each person's responsibility regarding the promotion of equality.
- To promote inclusion and diversity positively, by providing an appropriate curriculum.

Resources

- All teaching staff receive a budget to allocate towards resources depending on school determined priorities and for no other reason.
- We aim to use and purchase resources which challenge stereotypes and reflect the diversity of life.

- Resources are equally directed towards children of varying needs, age and ability.
- Within budget constraints resources are allocated to promote inclusion, where specific resources are required for individuals.
- Expert advice is sought where specific needs are identified.

Procedures

- Unacceptable behaviour concerning racism, sexism or discrimination should be challenged by all members of staff and the Head Teacher should be informed. Procedures will follow in line with LA guidelines.

Management

- All professionals will be welcomed into the school in order to ensure that the needs of pupils are met.
- Staff should ensure that they work in co-operation at all times with other professionals.
- Staff should endeavour to work in partnership at all times with parents/carers.
- The Governors, alongside the Head Teacher, should ensure that all staffing issues are decided within clear explicit guidelines, based on given criteria.
- The Governors, alongside the Head Teacher, will ensure that the school is fully accessible to all pupils.
- The Head Teacher and Governors will take all issues concerning bullying and harassment seriously.

Gender

- Children shall not be separated by gender except for specific lessons regarding puberty.
- Time should be shared equally between boys and girls.
- Staff should avoid assigning tasks or roles based on sex stereotypes.
- Staff should discipline all pupils in the same way for the same type of offence.

Race, Culture and Religion

- When taking Acts of Worship or teaching Religious Education teachers and other staff should not give the impression that Christianity is a superior faith to any other.
- Staff should try to use resources which reflect a diversity of race and culture.
- The Religious Education curriculum should be taught in a way to promote understanding and appreciation of different faiths.

RRSA

At Fell Dyke Community Primary school, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. The articles set out in the CRC are known to all children and adults in the school and we encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

Role of Governors

- Governors determine, support, monitor and review school policies. Through these procedures they promote social inclusion and equality of opportunity. They apply the aims of this policy to the work they do on behalf of the school.

Evaluation and Review

Next review: Spring 2020