

# Whinney Banks Primary School

## Equalities Policy

Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

In our school all members of the school community have a responsibility for supporting the equality agenda.

### Aims

Admissions to the school will not permit gender, race, colour or disability to be used as criteria for admission. Although, as a school, Whinney Banks Primary cannot eradicate inequalities in society, we will endeavour to provide genuine equality of educational opportunity and experience in all aspects of its activities with all stakeholders; Our pupils / stakeholders include:

- Pupils
- Teaching staff
- Support staff
- Multi-agency staff
- Parents & carers
- Governors
- Employees
- Volunteers
- Job applicants
- Other users.

### Monitoring and Review

We regularly monitor and review our policies and practices and their impact on pupils, staff and parents.

We make regular assessments of pupil's learning and use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and and Local Authority data to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information in order to identify differences in pupil performance and take appropriate action in relation to:

- Exclusion
- Attendance
- Incidents of racism
- Bullying
- Parental involvement

### Learning Environment

At Whinney Banks Primary School there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background by all staff. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- That teacher enthusiasm, understanding and knowledge is a vital factor in achieving a high level of motivation and good outcomes from all pupils
- The need for adults in the school to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- That a high priority should be placed on the quality of provision for SEN by carefully assessed and administered programmes of work (See SEN policy)
- The need to encourage all parents / carers to participate in the life of the school.

### Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach their highest level of personal achievement. To do this we will:

- Have high expectations of pupils regardless of age, gender, race, ability or social background. .
- Provide good classroom practices that ensure equal availability and access to teacher, resources and equipment.
- Recognise that children's self-perception can be influenced by their environment and so we aim to enhance our children's self-esteem and self-confidence by working positively to reduce any gender bias and promoting equality of opportunity.
- Choose resources across the curriculum carefully so as to avoid sexual stereotypes and gender bias.
- Encourage children to work and play with others regardless of gender, race or ability.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide an appropriate PSHE curriculum based on SEAL and materials developed within school.

- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Encourage all pupils to be actively involved in their own learning.
- Provide equal access to all physical activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.
- Provide opportunities for pupils to appreciate their own and other cultures and religions.

Reporting in October 2008, OFSTED made the following judgement on teaching and learning in Whinney Banks.

*The emphasis the school gives to all staff having the time and training needed in order to understand and meet the differing learning and personal needs of every single child is exemplary. Consequently, the climate for learning is excellent and pupils of all backgrounds and abilities achieve exceptionally well in relation to their different starting points.*

In addition, we recognise that it is important at Whinney Banks Primary School that all members of the school community use appropriate language which does not support stereotyping, is supportive of minority groupings and creates the conditions for all people to develop their self esteem.

### Diversity

The school will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of faith and cultural backgrounds without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunity for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and advocacy.
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion.

### Staff Recruitment & Professional Development

- Applications for jobs are encouraged from all members of the community.
- Staff responsible for recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

- Conditions of employment are non-discriminatory, e.g. when dealing with maternity/paternity leave, religious holiday, part time employees and compassionate leave.
- We will ensure that selection criteria and procedures are frequently reviewed to ensure that individuals are selected, promoted and treated on the basis of their relative merits and abilities.
- All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and within each Key Stage. All staff have equal access to in-service training and the right to apply for posts of responsibility.
- We undertake to encourage the career development and aspirations of all individuals.

### Harassment and Bullying

The school will challenge discriminatory behaviour (See links to other policies below) e.g.

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender.

*\*See Policies (Bullying, Work Place Bullying, Racial Incidents & Behaviour)...*