



THE WESTON FEDERATION

EQUALITY AND COHESION

Legal duties

We welcome our duties under the race relations 1976 as amended by the Race Relations Amendment Act 2000. The Disability Discrimination Act 1995 and 2005: The sex discrimination Act 1975 as amended by the Equality Act 2006 and 2010. We welcome our duty under the Education and Inspections Act 2006 to promote Community Cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the ECM framework, and that they reflect International Human Rights Standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

What are our principles as a school?

In fulfilling the legal obligations our school is guided by Seven principles.

PRINCIPLE1: All Learners are of equal value

Equal Opportunities is concerned with ensuring that every child is given the opportunity to achieve the highest standards of which he/she is capable. Equal Opportunities addresses issues of **gender, culture and race, language, social background, learning difficulties, sensory and physical disability and gifted children**. It is our aim as a school to provide all our pupils with equal access to the curriculum and the opportunity to make maximum progress.

PRINCIPLE 2: WE RECOGNISE AND RESPECT DIVERSITY

The school environment is easily accessible for adults/children with particular **physical disabilities**, and facilities are designed specifically for the infant age group, eg size and height of sinks.

Display plays an important part in creating a welcoming atmosphere and a sense of belonging for our children and parents of all backgrounds. Displays are non-stereotypical and present **positive** images of **different cultural backgrounds**.

PRINCIPLE 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

The schools give a high priority to its links with families and we value ourselves very much as a community. This is reflected in the whole ethos of the school. Our PSHE Policy promotes positive attitudes towards disabled people, and good relations between disabled and non disabled people. We encourage positive interaction between groups and communities different from each other and an absence of prejudice. We want our children to have mutual respect and good relations between boys and girls.

Individual achievement is celebrated in a variety of ways, eg 'achievement' assemblies, and children are encouraged to work in co-operation together towards the achievement of particular goals. Within the curriculum there are opportunities for each child to be special and valued, eg circle time, weekly monitors.

School routines and procedures aim to move away from grouping children according to gender, eg lining-up time, groupings for PE. Stereotypes are avoided at all times, eg when choosing children for specific jobs.

PRINCIPLE 4: Staff recruitment retention and development

Policies and procedures should benefit all employees and potential employees, e g in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender

PRINCIPLE 5: We aim to reduce and remove inequalities and barriers that already exist

SEN provision and support is available in all areas as appropriate, eg gifted children or children with learning difficulties. Further details can be found in the schools SEN Policy.

Within the classroom, a range of teaching styles are employed as appropriate to subject and ability. On many occasions, teaching draws on the pupil's personal experiences, thus developing added motivation and a sense of personal worth.

Classrooms are managed so that ALL pupils feel engaged in their learning and are motivated to persevere and contribute. Classroom support is used in a way that encourages access for all. Children are usually grouped by ability, although mixed ability groups may be used for some activities. Groupings are monitored carefully to avoid any bias and are flexible to allow for movement as appropriate. In some Mathematics and English lessons, year groups are split into ability sets to allow children to access the curriculum more effectively. Again, these are carefully monitored and movement between groups remains flexible.

ALL children are given the opportunity to participate in any extra-curricular activity. Club attendance is monitored and where appropriate, positive action taken to move attitudes away from traditional stereotypes.

Within the classroom, staff aim to foster a positive atmosphere of mutual trust and respect between pupils. As in the wider school, class displays reflect a range of media and positive images and a balance of children's work. Children are encouraged to celebrate both their own, and the achievement of others.

PRINCIPLE 6: We consult widely

Policies and procedures are widely available as hard copies and on the Learning Platform for the school community.

Our School Councils actively represents the views of the school and wider community and fortnightly meetings ensure inclusive involvement.

PRINCIPLE 7: Society as a whole should benefit

As stated, it is our aim as a school, to provide equal access to the curriculum for all children, to provide high quality learning experiences for every child, and to have high expectations of every child regardless of gender, culture, race, language, disability or specific learning need.

Through the ethos and climate of the school, the provision of positive role models, the promotion of practices and routines which actively support equality, the provision of high quality learning experiences using appropriate resources

and activities and the active promotion of positive attitudes in our children, we continue to work to fulfil this aim and to foster social cohesion.

ACTION PLANS

Annually an action plan highlights school improvement , setting out specific actions and projects to implement these principles.

CURRICULUM CONTENT

We keep each curriculum area is kept under review in order to ensure that teaching and learning reflect the seven principles.

It is our aim as a school to provide equal access to the curriculum for ALL children, regardless of gender, culture/race, social background, special educational needs or disability.

Throughout the curriculum, we aim to actively promote diversity e.g. the introduction of multi-cultural perspectives, and to challenge where necessary, traditional attitudes of gender strengths in particular areas. Teachers are aware that learning can be influenced by different cultural backgrounds and experiences, and this is taken into account when planning takes place. Assessment tasks in all subject areas are carefully selected to avoid bias.

Throughout school, children are taught that people have many different 'histories'. Pupils are encouraged to explore the histories of their own groups, families and communities and to share and value each-others' histories through topics, e.g. 'Myself' and 'Families and Homes'.

Materials used are chosen to be free from gender and cultural bias.

ETHOS AND ORGANISATION

See relevant policies

ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

Staff follow guidance given by the LA in School Administration and Personnel Handbook on how prejudice related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the LA about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

ROLES AND RESPONSIBILITIES

The Safeguarding Governor is responsible for ensuring that the schools comply with legislation.

The Executive Headteacher is responsible for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up to date with relevant legislation

BREACHES OF THIS POLICY

Breaches of this policy will be dealt with in the same way as other school policies are dealt with as determined by the Executive Headteacher and governing body.

Date approved by the Governing Body: