Equality and Diversity Policy

At Rossmere Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.
Adults should expect employment practices to be are fair and transparent, and to achieve this we follow all equality and employment policies set out by Hartlepool Borough Council.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements'

VALUING DIVERSITY

At Rossmere Primary we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exits and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher can tackle the issue appropriately

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

At Rossmere Primary we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of society and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum. As the local community is not ethnically or culturally diverse, staff plan opportunities to learn about other cultures and to understand the community to Hartlepool and Britain as a whole.

EQUALITY ISSUES IN RELATION TO RELIGION

At Rossmere Primary we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We visit a variety of places of worship (Church, Gurdwara, Mandir, Mosque, Synagogue, Temple) as part of our RE work, we learn songs in a range of other languages to celebrate cultural diversity.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity of opportunity between female and male pupils and between women and men and transgender people. The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

At Rossmere Primary we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

EQUALITY ISSUES IN RELATION TO CHILDREN/ADULTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

EQUALITY ISSUES IN RELATION TO THE CHOICES PARENTS MAKE

At Rossmere Primary we respect the choices made by parents in regards to their children's education. This includes parents who wish to withdraw their children from collective worship or religious education due to their faith, or parents who choose to 'flexi-school' (a mixture of elective home education and traditional days in school). We are always open to discussions with parents and strive to ensure any child who could be perceived as different due to these choices has full access to a broad and balanced curriculum.

COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

CROSS-CURRICULAR ISSUES

We follow a curriculum which gives our children the opportunity to learn about other cultures and different ways of living as part of the National Curriculum. We ensure that issues of equality and diversity are central to the curriculum as well as reflecting the interests and backgrounds of all the children in our school.

At Rossmere Primary we monitor this carefully in order to ensure our policy is working at the operational level.

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Rossmere Primary. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

WHISTLEBLOWING

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

PARENTAL\VOLUNTEER INVOLVEMENT

Rossmere Primary is an open and welcoming school and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

We have a Family Support Officer who can support parents with their children and also difficulties that they might be experiencing at home. She also ensures that families at risk of becoming distanced from services re-engage.

Home School liaison and communication have recently benefited greatly from the school's website, Facebook Page, School Gateway App and Class Dojo. Parents/carers can access information of events etc. more easily as well as school policies and practices.

Parent consultations are held termly to find out how children are progressing educationally, and theme days are held throughout the year for parents to attend to work alongside their children.

ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinator by the Local Authority admissions team

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes place annually, as well as on a day-by-day basis.

LIAISON WITH THE WIDER COMMUNITY

We involve the community in the following ways:

- we invite and encourage speakers who come from a variety of cultures, and communities to visit our school
- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship
- within our Forest School, we run sessions for toddlers and their parents from within the local community, and families who Electively Home Educate their children from the wider region.

THE ROLE OF GOVERNORS

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- • The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- • The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

THE ROLE OF THE HEADTEACHER

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

THE ROLE OF ALL STAFF

• All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

• All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

• All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

• Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

OBJECTIVE	TARGET GROUP	ACTION	TIMESCALE	MONITORING + EVIDENCE
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children	Pupil Premium Action Plan: • Books for children • Access to technology • Small group catch up	September 2020 and ongoing	Tracking data Intervention reports Case Studies
To improve the achievement of children with SEN	SEN children	Plan effective quality first teaching Staff training into effective teaching of SEN children Continue The Meadow SEND class in KS2	September 2020 and ongoing	Tracking Data ILPs Intervention reports
To ensure early identification of need or barrier to engagement of a child or parent	Any parent or child with SEND or a barrier	Home visit takes place with every new nursery child. Any in year transfer – parent and child meet HT and PSA. Use of CPOMS to record any concerns, no matter how small. SLT/SENDCo meet with parent if there is a concern	September 2020 and ongoing	CPOMS SEND register Inclusion Team records
To promote understanding of and respect for differences	All children	Teach balanced curriculum Participate in Anti Bullying week Develop PSHE curriculum Ensure full access for all children, regardless of need or ability	September 2020 and ongoing	Log of incidents on CPOMS
To promote cultural understanding	All children and parents	Reading lists to include authors from other cultures, a balance of male and female authors etc Visitors into school that represent a variety of cultures	January 2021	Pupil interview
To improve access to the school by parents and visitors with a disability	All visitors to the site	Create a new secure entrance and waiting area with automatic doors, where noise is reduced.	January 2021	