



KNOWLES
Primary School

KNOWLES PRIMARY SCHOOL

Equalities Policy

September 2023

Rationale:

This Equality Policy for Knowles Primary School includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue 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.

Our Equality Policy is inclusive of our whole school community.

Our school within the wider context

Knowles Primary School serves an area of high social deprivation with high numbers of ethnic minorities.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity.

Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality

- Valuing difference and diversity.

We appreciate the richness within our differences and look for ways of celebrating and understanding them better

- Interdependence, interaction and influence.

We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- Social cohesion within our school and within our local community

- Personal and cultural identity

We will provide opportunities to explore and value the complexity of our personal and cultural identities

- Fairness and social justice.

We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our vision statement about Equality

Knowles Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and discrimination.

We recognise that there are similarities and differences between individuals and groups but we will ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010.

The roles and responsibilities within our school community

Governors will:

- Ensure school complies with all equalities legislation relevant to the school community.
- Ensure that the policy and its related procedures and strategies are implemented.
- Ensure that the school's equalities policy is maintained and updated regularly.
- Review all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher, will:

- Work in partnership with the governing body to ensure that the policy and related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Treat all incidents of discrimination seriously and take disciplinary action against staff or childrens who discriminate.
- Identify a member of staff/s to be responsible for dealing with reported incidents of harassment and discrimination.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.

All staff will:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Ensure they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keep up to date with equalities legislation.

Teaching staff (in addition to all staff) will:

- Ensure that all children have full access to the curriculum.
- Promote equality and diversity through teaching and through all contact with children, staff, parents and the wider community.
- Monitor teaching and curriculum developments to ensure high expectations of all childrens and appropriate breadth of content in relation to our school and the wider community.

Our parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Responding to prejudice based incidents:

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all bullying and racial and prejudice based incidents. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Links with other policies

- Values guidelines (including British Values and SMSC)
- Behaviour policy
- Exclusion policy
- Anti Bully policy
- Safeguarding and Child Protection policy
- SEND policy
- SEND information report
- Accessibility plan
- Supporting pupils with medical conditions policy
- Admissions policy
- Mental Health and Wellbeing policy