



AMINGTON HEATH  
PRIMARY & NURSERY

## Amington Heath Primary and Nursery Equality Policy

### The Legal Framework

At Amington Heath Primary we welcome our duties under the Equality Act 2010 to We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to race, disability, sex (gender), age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the rights of the Child, the UN Convention on the Rights of the People with Disabilities, and the Human Rights Act 1998.

### Guiding Principles:

In fulfilling the legal obligation written above, at Amington Heath Primary we are guided by eight principles:

#### **Principle 1: All learners are of equal value:**

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever this sexual identity

#### **Principle 2: We recognise and respect difference:**

Treating people equally (as discussed above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and back ground, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men are recognised
- Religion, belief or faith background
- Sexual identity

#### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national status, national origin, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled And non-disabled people
- People of different ethnic , cultural and religious backgrounds
- Girls and boys, women and men

#### **Principle 6: We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural, and religious backgrounds
- Both women and men, and both boys and girls.
- Gay people as well as straight

#### **Principle 7: We base our policies and practices on sound evidence**

We maintain and publish qualitative and quantitative information which shows compliance with the public sector equality duty and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

#### **Principle 8: Measurable objectives**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted and the evidence we have collected and published. The objectives which we identify take into account national priorities and issues, as appropriate. Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report on them.

#### **The Curriculum**

At Amington Heath we keep each curriculum subject or area under review in order to ensure that teaching and learning reflect these eight principles. Curriculum planning takes account of the ethnicity, backgrounds and needs of all learners. Where appropriate it will be differentiated to ensure the inclusion of:

- boys and girls;
- learners who receive pupil premium grant funding (Free School Meals/ Ever 6);
- learners learning English as an additional language;
- learners from minority ethnic groups;
- learners who are gifted and talented;

- learners with special educational needs;
- learners who are looked after by the local authority;
- learners who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for learners of all backgrounds.

### **Teaching and Learning**

At Amington Heath the teachers ensure that the classroom is an inclusive environment in which learners feel all their contributions are valued.

All learners have access to the mainstream curriculum.

Teaching is responsive to learners' different learning styles and takes account of learners' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Learner grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that learners appreciate the value of working together.

All learners are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage learners to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of learners promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupil's progress, attainment and achievement
- Pupil's personal development, welfare And well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

### **Addressing prejudice and prejudice-related bullying**

Amington Heath Primary is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to at the beginning of this policy.

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example those which are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and Responsibilities**

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- The Head teacher is responsible for implementing the policy, for ensuring that all the staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
  - a) Promote an inclusive and collaborative ethos in their classroom
  - b) Deal with any prejudice-related incidents that may occur
  - c) Plan and deliver curricula and lessons that reflect the principles above.
  - d) Support pupils in their class for whom English is an additional language
  - e) Keep up-to-date with equalities legislation relevant to their work.

## **Information**

At Amington Heath we ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

## **Religious observance**

At Amington Heath we respect that religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

At Amington Heath we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

## **Monitoring and review**

Within the overall framework of the School Development Plan, we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.

## **The Current Objectives for 14/15 are:**

1. Further develop strategies to identify vulnerable learners and understand their needs, targeting provision to meet these.
2. Audit reading levels across the school so as to identify intervention for the comprehension of reading. Ensure all groups at risk of under achievement are identified quickly particularly focussing on the group of pupil premium, Ever 6 or vulnerable groups.
3. Increase writing opportunities within the curriculum. Develop approaches to inspire boys in writing.
4. Support pupils with awareness of e-safety, bullying, homophobic bullying and racism.

**Date approved by the Governing Body:**

**Review Date: October 2015**