

WESTBURY JUNIOR SCHOOL  
POLICY FOR  
EQUALITY



REVISED November 2014

(Incorporating Wiltshire Equality Information 2014)

## Overarching Policy for Equality

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### 1a Rationale:

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Westbury Junior School has a number of responsibilities and duties under legislation relating to equality and diversity. Recent equality legislation covers race, disability, gender, age religion/beliefs and sexual orientation. We recognise that groups of people have often suffered disadvantage due to prejudice or ignorance.

The school recognises that social –economic factors (poverty) is one of the major issues affecting educational attainment in England today. The school is committed to tackling this extent of disadvantage and further interventions in regard to Pupil Premium is on the website.

As a school, we are continually monitoring our policies and this is intended to be a working document which we will review and update accordingly.

### 1b Overarching Aims

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The school aims to:-

- Provide equality and excellence for all of our school community in order to promote the highest possible standards.
- Promote a culture of respect, where differences are recognised and enrich the life of the school where pupils are well prepared for life in a diverse society.
- Have staff who realise that discrimination on any basis is unacceptable.
- Equip children with an awareness of our diverse society and to appreciate the roles of difference.

### 1c introduction and school context:

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Westbury Junior School comprises of nine classes and a Complex Needs Resource Base. There are with 230 pupils. We are situated on the Oldfield Park estate in Westbury. This

is recognised as being a socially and economically deprived area of the town and the county of Wiltshire 43% of our school population are designated as FSM. We mainly serve this immediate community and the infant school situated nearby is our main feeder school. We do however have pupils who choose to come here from outside the catchment area. The majority of Westbury Junior School's intake are white, able bodied and British born. As a result of this, there may be a lack of empathy and understanding of other ways of life. To compensate for this we need to ensure that we actively promote the understanding of their own and other cultures and the need to develop good relations between people of different ethnic groups, and the understanding and provision of different abilities and disabilities.

The school has around 35% of pupils with SEN including eight with a statement and forty two SA+ pupils. Two of those pupils have a physical disability. Whenever appropriate we consult the relevant outside agencies for support and input. The Complex Needs Recourse Base has twelve places and pupils access it for three hours per day. These pupils are then taught in their mainstream classes for the rest of the curriculum. The centre staffs provide in-reach support with speech and language programs and social skill groups.

Overall academic achievement has continued to progress over the last five years with high expectations placed upon the staff to achieve 4APS each year. There is no significant difference between gender as opposed to 7% difference within national figures (2014) or non and pupil premium children.

## 1d Definitions of discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

### Discrimination

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is unlawful, and individuals have a responsibility not to discriminate.

### Direct discrimination

Where an individual or group receives less favourable treatment with some unjustifiable reason, for example because of race, disability, gender, age, religion/beliefs or sexual orientation.

### Indirect discrimination

Applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

### Institutional discrimination

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination

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through unwitting prejudice, ignorance, thoughtlessness, and stereotyping which disadvantaged people. As we truly believe every child matters, we acknowledge that every child is an individual and therefore celebrate difference. On no occasion should difference be an inhibitor of progress.

## Race Disability and Gender Equality

### Gender Equality Duty

All schools now need to take action to

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.
- Ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.
- To seek to promote non- racist attitudes in both children and staff.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Westbury Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Race

Westbury Junior School has commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

In order to fulfil above, the following types of behaviour will not be tolerated.

- Provocative behaviour i.e. wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manor.
- The ridiculing of an individual for cultured differences
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race.

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Comment [IHC1]: How? How do Governors monitor?

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damages to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures.

1. Stop the incident and comfort the pupil who has received the harassment.
2. Reprimand the aggressor and inform the receiver what action has been taken
3. If the incident is witnessed by other pupils, tell them why it is wrong;
4. Report the incident to the head teacher or assistant head teacher and inform him/her of the action taken.
5. Inform the class teacher(s) of both the receiver and the aggressor, then record what happened in the incident book.
6. Inform both sets of parents, if appropriate.

All racist incidents must be recorded in the racial incident book and reported to the governing body by the head teacher.

**Comment [IHC2]:** Where is this found – who records it?

**Comment [IHC3]:** When and how. In heat teacher's report?

## Disability

At Westbury Junior School we:

- Recognise good effort and attitudes regardless of academic achievement.
- Allow all children access to equipment, resources and staff time regardless of academic achievement.
- Celebrate effort and achievement in all areas of the curriculum.
- With this in place Westbury Junior School endeavours to ensure that children will be self-aware and have the necessary skills and knowledge to take on the challenges of the future.

- Produce confident learners, who are

- adaptable and resilient

- can think independently and communicate effectively

- self-directed, and can question, reflective and able to prioritise.

- Active contributors, able to work effectively with others.

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## Faith and Belief

Westbury Junior School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to a wider belief systems and moral ethics.

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We are committed to supporting our pupils as they develop a personal relationship with their particular set of values and beliefs, and supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

## Sexual orientation/different families

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At Westbury Junior School we recognise the range of different families we have in the school.

- Families with adopted children
- Families with fostered children
- Families headed by grandparents/uncles and aunts.
- Single parent families
- Children with more than one home
- Step or blended families
- Families with two mums/dads

We work with pupils to address any use of discriminant and bullying language associated with the above groups.

## Statement of Intent- (how we will deliver our aims)

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- Equal opportunities is considered, promoted and delivered through all school activities and promoted and delivered through all school activities and procedures.
- Equal opportunities ensures all pupils are able to access their curriculum and school life entitlement (see checklist attached appendix 1)
- Children are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities. This approach will be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions and behavioural methods, medical and diagnostic issues.
- The environment influences the developing attitudes of the children within its and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.
- We value the history, experience and contributions of our multi-cultural community and seek to express this in the curriculum and life of our school.
- The school views linguistic diversity positively. All members of the school community must feel that their natural language is valued.
- We understand the need to be different without being excluded.
- We strive to counter negative, patronising and stereotyped views.
- As a school, we accept that there are gender inequalities in our society, which impose limits, so we constantly examine our curriculum, procedures and materials for gender bias and inequality.

- Use materials that reflect a range of cultural and religious backgrounds, without stereotyping;
- Pupils and staff will be provided with knowledge of their rights and responsibilities to prepare them for a life in the wider society.
- Pupil and staff names will be accurately recorded and correctly pronounced. Everyone will be encouraged to accept and respect names from other cultures.
- Discriminatory symbols, badges and insignia on clothing are forbidden in school.
- We will support pupils to wear special forms of dress where these are an essential part of their religious or cultural background.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable request relating to religious observance and practice.
- We will provide a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex.

In delivering gender equality in the school we will ensure:

- That teacher allocate their time fairly between sexes,
- That all pupils have opportunities for working with other pupils of both genders.
- That we break down traditional gender stereotypes
- We do not differentiate between the sexes in respect of our school uniform.

## Procedures

- All cases of discrimination or prejudice will be taken seriously, investigated and acted upon, as appropriate, according to existing disciplinary, and/or complaint procedures. A record of all such incidents and outcomes will be kept.
- Relationships between all members of the school community should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware, in a supportive manner, of the unacceptable nature of his/her behaviour.
- The school will adopt equal opportunities in recruitment and selection. In all staff appointments the best candidate will be appointed based on the specified professional criteria.
- When it is inappropriate to address the issue between staff then a member of the leadership team must be made aware and they will then address the incident with the staff or pupil.
- In extreme circumstances formal procedures may be taken by the Headteacher in line with the school's Disciplinary policy.
- The school will ensure equal opportunities in relation to all matters of employee relations.

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## Roles and Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination. The policy needs to state the specific responsibilities of the members of the school community.

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### School governors

are responsible for making sure the school complies with all current equality legislation making sure relevant policies and procedures are followed.

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### The Head teacher

is responsible for making sure the policies are readily available and that the governors, staff, pupil and their parents/ carers know about them and:-

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- Making sure its procedures are followed;
- Producing regular information for staff and governors about the policies and how they are working , and providing training for them, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination;

### All staff are expected to:

- Model good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping
- Promote equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture , religion or belief, disability, gender, sexual orientation or social class.
- Keep up to date with the law on discrimination and taking training and learning opportunities.
- Strive to raise the rights of all individuals to have access to Equal Opportunities, irrespective of race; gender; religion; linguistic background; culture; ability; sexuality; size; age; disability or status.
- Obtain resources which reflect the cultural and racial backgrounds of children to support positive self-imagery.
- Ensure that resources do not include any discriminatory or inappropriate content and ensure inclusion of positive role models from all groups.

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### All pupils will:

- Recognise that discrimination on any basis is not acceptable.
- Feel safe and able to express their feelings
- Contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Through school and class council, provide a shared input on school policies, whenever appropriate.

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## Monitoring and Evaluation

Equality and Diversity will be monitored by the leadership team. Although this will be done as collaborative process:

- The Chair of Governors will ~~monitor~~ check that the policies are up to date ~~and regularly~~ and regularly reviewed.
- The Head teacher will monitor reports of discrimination or inequality made by staff, pupil or parents including those reported in the incident book. Attendance and Behaviour will also be monitored. The Assessment ~~e~~Cordinator will work with the Head teacher to monitor academic results and progress with focus on gender and race equality and on progress made by vulnerable pupils.

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Comment [IHC4]: How often and how

Comment [IHC5]: Reported/recorded how? Is there a frequency?

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## Appendix 1

### Westbury Junior School Equality Checklist

<b>AS A MEMBER OF STAFF AM I:</b>	<b>AS A MEMBER OF STAFF DO I EVER:</b>
Introducing information on the achievements of minorities and people with disabilities?	Divide children by sex unnecessarily?
Aware of sexist and racist attitudes in my class and do I challenge these?	Expect different sorts of behaviour from girls and boys in the same situation?
Aware of any racist or sexist	Imply that certain behaviour/actions are

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bias in school resources?	better done by a certain gender?
▲ Aware of any racist or sexist bias in school resources?	Suggest that it is a punishment to sit next to someone of the opposite sex?
▲ Aware of the extensive research which shows that in mixed sex classes boys demand and receive more teacher time and attention. Do I monitor how I behave towards boys and girls in my class?	Monitor the use of different resources ▲ E.g. the computer by gender and ability and ability? Turn taking.
▲ Giving opportunities equally for all tasks?	Introduce new equipment and activities in a non-stereotyped way?

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