



EQUALITY POLICY

Date Adopted	Signature of Chair	Review date
20.3.13	M Durrant	

Introduction

This policy statement outlines the commitment of the staff and Management Committee of First Base PRU to ensure that equality of opportunity is available to all members of the school community.

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

What is the Race and Gender Equality Scheme and Action Plan?

This scheme and Action Plan covers a three year period from January 2013 to 2016. It integrates our statutory duties in relation to race, gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

We will continue to meet our statutory duties by reporting annually to both the Management Committee and the Local Authority on the number of incidents and our progress on the equality scheme and action plan.

In the context of First Base we feel that equality of opportunity is:

**Providing a service which does not discriminate,
Is fair to all,
Which values individuals and their communities
And
Is positive about differences**

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

Ethnicity
Gender (including transgender)
Social background
Ability/disability
HIV/AIDS
Belief
Age
Marital status
Nationality/citizenship
Sexual orientation
Race

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

Eliminate unlawful racial discrimination

Promote equality of opportunity

Promote good relations between people of different racial groups

Dealing with racial incidents

Pupils need to be aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The school aims to create an environment where no-one should experience racial harassment, whether directed at them or at fellow students.

Identification

A racial incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor intimidation’ which is cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non co-operation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation of the ‘victim’ perceives such a motive. Inadvertent disrespect e.g. ignorance by any member of the school community of a pupil’s cultural practices which causes the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

The Midday Supervisor has been told to report to teaching staff on duty, anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher will be concerned with separating the perpetrator and victim, to diffuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of his/her behaviour.

A Racist Incident report will be completed and passed to the Headteacher without delay.

A senior member of staff will take the necessary immediate action.

Any further action taken will involve discussions with the class teacher and parents present. All reported racist incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all the pupils involved; victims and perpetrators. A copy of the document will also be kept in the file in the Headteacher's office.

In cases where physical injuries have been sustained and the First Aider is required to attend, the Headteacher must inform the Local Authority.

Staff will be informed at the weekly team meetings of any pupils involved in a racial incident or of any potential incidents and what action to take.

Strategies to promote positive pupil behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type, and therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is therefore important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through examples set by the staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross-curricular themes in teaching.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils/parents in a range of different ways.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment, and
2. Promote equality of opportunity between men and women, girls and boys.

Our duty also involves the need to consider actions to address the causes of any gender pay gap. This has been addressed through the implementation of the unified conditions and pay policy for school teachers and Suffolk County Council policies.

Ethos and Atmosphere

- We are aware that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- The staff aim to create an atmosphere which welcomes everyone to the school.
- The displays around First Base are of high quality and reflect diversity across all aspects of equality of opportunity.
- The school is accessible to disabled staff, pupils and visitors.
- Every effort is taken to provide activities and PSHE sessions which support spiritual development.

Learning environment

- There is consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others.
- At First Base we provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able (see Teaching and Learning Policy and SEN Policy).
- All pupils are actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place according to individual developmental need.
- Curriculum planning takes account of the differing needs of pupils and their progression.

Language

We recognise that it is important that all staff at First Base use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of the document
- Creates the conditions for all people to develop their self-esteem.

Organisation of learning

When organising groups for various activities, we have a responsibility to promote community cohesion, developing good relations across different cultures, ethnicity, religious and non-religious and socio-economic groups. Therefore, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

We teach the children about cultural diversity through taught PSHE lessons and topic work. Where possible, visitors from other cultures are invited into First Base to provide first hand experience.

Provision for pupils with English as an Additional Language

We make appropriate provision for all pupils with EAL to ensure access to the curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Responsibilities towards the Policy

- The Local Education Authority and Headteacher have a responsibility to ensure the school complies with all relevant equalities legislation.
- The Local Education Authority and the Headteacher have a responsibility to ensure that the policy and related procedures and strategies are implemented.
- The Headteacher must ensure that all members of staff are aware of their responsibilities under the policy.
- The Headteacher must ensure that all visitors and contractors comply with the school policy.
- Headteacher, Deputy head and members of the Senior Management Team must act if people do not comply with the policy.

This policy will be available in the Headteacher's office for anyone to read on request. A summary of the policy will be given to parents.