

EQUAL OPPORTUNITIES & EQUALITY PLAN

POLICY

May 2019

Mission statement

“So G-d created Mankind in his own image, in the image of G-d he created him; male and female he created them.” Bereishit (Ch.1 vs.27)

This policy was updated in May 2019 to ensure that everyone within the school community understands the importance placed on Equality, Inclusion and Community Cohesion at North West and the procedures involved to facilitate an environment that promotes these ideals for all of our pupils. The policy was drawn up to comply with the Race Relations Act (1976) and the Race Relations Amendment Act (2000), the Disability Discrimination Act (2005), the Age Discrimination Act (2006) and the Public Sector Equality Duty under the Equality Act (2010).

This document should be read in line with and links to the following policies:

- Safeguarding and Child Protection Policy
- Accessibility plan
- Risk assessment
- SEND and Inclusion
- SRE policy

Principles

1. In the book of Breishis (Genesis) we read that the world has a Creator and that all human beings are his creatures who are created in his image. This presents the most fundamental reason for our pupils to show tolerance and respect for others since the message is a universal one relating to all peoples and all nations.
2. We value each child and are committed to creating an environment where we meet the academic, social, physical and spiritual needs of all pupils irrespective of gender, ability, disability, social background or family circumstance.
3. We believe that all members of society should be treated with respect, justice and fairness and that no-one should be disadvantaged by direct or indirect racial discrimination.
4. We encourage our pupils to develop confidence and self-respect together with a knowledge and understanding of other cultures and lifestyles so as to value diversity within the school community and to foster a growing sense of corporate responsibility both within the school and in the wider community.
5. We will not tolerate any discrimination against anyone on the grounds of race, disability, sex, age, religion or belief, marriage and civil partnership, sexual orientation, pregnancy and maternity, or gender reassignment (the Protected Characteristics under the Equality Act of 2010).

Objectives:

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

1. To ensure that every pupil has the opportunity to maximise his/her life chances by experiencing a positive learning environment which has high expectations, offers respect and dignity, is challenging and supportive and which enables them to participate as active citizens in society.
2. To ensure that curriculum content, classroom organisation and resources are accessible to all pupils (see SEND Policy)
3. To ensure that staff will not be subjects of unfair discrimination in decisions of pay and promotion.
4. To foster a sympathetic understanding of our multi-cultural society.
5. To work in partnership with parents and the wider community to establish and promote racial equality and tackle racial discrimination
6. To ensure that no discrimination is shown towards any pupils or their parents who share any of the protected characteristics.

Responsibilities

The role of the Governing Body is:

- to ensure that the policy complies with the relevant legislation
- to ensure that the policy is implemented
- to ensure that it is reviewed every 4 years

The role of the Headteacher is:

- to implement the policy
- to ensure that staff are aware of the policy and apply it
- to ensure that everyone is treated equally and fairly in regard to appointments
- to ensure that all members of the school community, including those with protected characteristics, play a full part in all aspects of school life.
- to ensure that any complaints about unlawful discrimination are investigated and resolved appropriately
- to report any racist incidents to the Local Authority

The role of the staff is:

- to familiarise themselves with the policy
- to act in a way that is consistent with the aims and objectives of the policy
- to identify and challenge bias and stereotyping within the curriculum
- to promote an inclusive curriculum which reflects the multi-ethnic nature of society
- to foster behaviour based on rights responsibilities and mutual respect

Disabled Access

The building has been constructed to take into account disabled access and there are disabled toilets on the ground floor. In addition, there are ramps at the front and back of the building. A portable ramp is available to provide wheelchair access from the playground to the hall.

Multi-cultural/Faith links

A series of themed weeks and linking opportunities focusing on other immigrant groups in the UK provides knowledge and empathy with other cultures – these have included Indian, Chinese and French weeks as well as a 'UK week' to coincide with the Royalty significant birthday or anniversary or links with British politics. We have also formed a link with the Three Faith Forum and link with schools such as; Mallories school, Christ Church Primary School and Islamia Primary School.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes partnering with other faith schools to encourage pupils to learn about other faiths, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Reviewing the Policy

Monitoring arrangements

The designated member of staff for equality will update the equality information we publish, at least every year.

This document will be reviewed by staffing and pay committee at least every 4 years.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:

