



Cherry Lane
Primary School

Equality Policy

School Name	Cherry Lane Primary School
School Address	Sipson Road, Hillingdon, UB7 9DL
Date Policy Revised	September 2014, Updated September 2016
Date of GB Approval (where applicable)	September 2016
Date of next revision	<u>September 2018</u>

INTRODUCTION

On 1st October 2010, the Equality Act 2010 replaced none major Acts of parliament. This single policy simplifies the law and it extends protection from discrimination in some areas. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in May 2014 and April 2016.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Part One

The primary aim of Cherry Lane Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Cherry Lane Primary will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. This means:

- ❖ We will take reasonable and necessary steps to meet pupils "needs" by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- ❖ We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- ❖ We will regularly consider the ways in which the curriculum is taught and a wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- ❖ We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- ❖ We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- ❖ We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- ❖ Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Schools and local

authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEND) Statements. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic. The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences: Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet. Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test. Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.

- ❖ We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- ❖ Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying
- ❖ We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan.
- ❖ We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- ❖ The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- ❖ We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what ‘reasonable adjustments’ mean in practice.
- ❖ Training and awareness sessions will be set out in the school improvement plan.
- ❖ Cherry Lane Primary School will consult with the school community, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.

Part Two
Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The **'Protected Characteristics'** within equality law are:

- ❖ Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- ❖ Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as the use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- ❖ Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- ❖ Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- ❖ Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- ❖ Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- ❖ Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- ❖ Sex - A man or a woman. Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

'Prohibited Conduct' (acts that are unlawful):

- ❖ Direct discrimination - Less favourable treatment because of a protected characteristic.
- ❖ Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- ❖ Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- ❖ Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- ❖ Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- ❖ Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- ❖ Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- ❖ Discrimination by association or perception - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts. Take reasonable steps to provide auxiliary aids/services. Provide information in an accessible format. Develop and implement (by allocating appropriate resources) Accessibility Plans which will:

1. Increase disabled pupils’ access to the school curriculum
2. Improve the physical environment
3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and Equality Human Rights website:

<http://www.equalityhumanrights.com>

which includes the guidance for education providers (schools). The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities:

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.

- To be models of equal opportunities through their words and actions.

Pupils: Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors): To be aware of, and comply with, the school's equality policy. To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Definitions

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community - from the school's perspective, the term "community" has a number of meanings:

The school community – the students we serve, their families and the school staff.

The community within which the school is located – in its geographical community, and the people who live and/or work in that area.

The community of Britain – all schools by definition are part of it.

The global community – formed by European and international links.

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

EQUALITY IN POLICY AND PRACTICE

The school operates equality of opportunity in its day to day practice in the following ways:

Our Vision Statement states:

'This school values: excellence, inclusion, unique potential and learning for life' Everyone at Cherry Lane Primary is happy, feels safe and respects themselves and others. Everyone works to the best of their ability and will feel rewarded. This will be achieved through...

Behaviour and discipline: Praise and encouragement are used to keep self-esteem high and ensure appropriate behaviour. Children are encouraged and supported to make suitable choices about their own behaviour.

Curriculum: Every child is given an opportunity to become literate and numerate and will experience a rich curriculum. Everyone is encouraged to develop personal abilities, talents and skills.

Pastoral: Within our diverse environment everyone is proud of who they are and the contributions they make.

Community: We form respectful partnerships with parents and carers. We value our local community and see ourselves as an important part of it.

Specifically: Cherry Lane Primary is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual. Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community. Diversity is recognised as having a positive role to play within the school. Information on ethnicity, gender and disability is collected through the admissions process. Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities. We promote positive attitudes towards people of different ethnic groups/religions. We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our PTA etc. We promote high expectations through celebrating achievement. We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils and parents. We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to our Staff Recruitment Policy written in conjunction with the local authority and Human resources.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we: Use contextual data to improve the ways in which we track pupil progress and identify underperformance, and provide support to individuals and groups of pupils. Monitor achievement data by ethnicity, gender and disability and action any gaps. Take account of the achievement of all pupils when planning for future learning and setting challenging targets. Ensure equality of access for all pupils and prepare them for life in a diverse society.

Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. Seek to involve all parents in supporting their child's education. Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning. Ensure that the curriculum is relevant to the needs and interests of all pupils. Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils. Ensure that the school's Marking Policy promotes learning for all. Promote and maintain high levels of attendance, for example through monthly monitoring of data, recognising and awarding high attendance.

Supporting Learners with Particular Needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school: Will prepare a Personal Education Plan to focus on learning priorities for any child in care. Provides in-class LSA support and intervention groups for all children identified through Provision mapping. Will draw on the expertise of outside professional services to meet the individual needs of pupils.

Listening to Pupils, Staff, Parents and Others to do this: Children are encouraged to express their views during PSHE lessons and Circle Time, and through regular consultations ☐ The school hears the 'pupil voice' through the School Council. The school actively seeks staff views and listens to staff concerns, for example through Staff Meetings. The school seeks the views of parents through parent/teacher consultations, newsletters and annual surveys including Parent Questionnaires. The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

Equalising Opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school: Ensures school uniform is affordable by avoiding expensive clothing. Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.

Admissions and Exclusions

We follow the London Borough of Hillingdon's admissions arrangements which are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Ensuring Fair and Equal Treatment for Staff and Others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices. Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

Monitoring recruitment and retention including bullying and harassment of staff ☐ Continued professional development opportunities for all staff. Promoting dignity at work through adoption the OCC Dignity at Work Policy. Leadership Team support to ensure equality of opportunity for all.

Ensuring Fair and Equal Treatment for Pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school:

Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).

Monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others. Will ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

Informing and Involving Parents and Carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school: Explain how it operates through its newsletter, Prospectus, information evenings for parents, parent workshops and its website. Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact, through home link books (at the parent's request) and parent evenings. Actively encourages parents to attend consultation evenings by teachers telephoning non-attenders or making alternative arrangements. Ensures that parents understand how well their child is progressing through regular progress checks and end of year report. Explain how parents can help their child at home, for example class-based parent workshops covering Literacy and Numeracy; information evenings to explain KS1 and KS2 SATs, the school's approach to SRE/PHSE etc. Explain how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read, joining the PTA etc. Encourages parents to join the PTA and the Governing Body by regular announcements in the School newsletter.

Encourage Participation of Under-Represented Groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and emotionally disadvantaged groups, the school will endeavour to: Recruit Governors representative of the pupil population and/or community. Encourage the widest participation in PTA activities by running events that appeal to a cross section of the school community. Support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies, through distribution of previously agreed information and school representation, for example local Remembrance Services.

Welcoming New Pupils and Helping Them to Settle Effectively

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year difficult, the school: Fosters a happy start through induction days prior to the start of a new academic year. Offers a staggered start to nursery. Challenges any inappropriate behaviours/attitudes. Briefs Learning Mentors to monitor vulnerable pupils and communicate any concerns to class teachers. Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school.

Ensures that extra help is given to children who find a change of school challenging. Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support. Liaises with support services/schools of transfer in advance of transfer to inform any on-going necessary modifications or alterations to provision.

Making the School Accessible for All

The school: Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate. Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place. Provides 1:1 for children who require a higher level of supervision at break, on visits out of school, and other times.

CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this Policy and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan: Feedback from the annual parent and pupil questionnaires, feedback from other activities, (visitors, staff, parents, pupils), parents' evening, governors' meetings. Input from staff surveys or through staff meetings / INSET. Feedback from the School Council, PSHE lessons and Circle Times. Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support. Feedback at Governing Body meetings.

ROLES AND RESPONSIBILITIES

The Role of Governors: The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. Further: The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability. The Governing Body ensures that no child is discriminated against whilst in Cherry Lane Primary on account of their race, sex or disability.

The Role of the Headteacher: It is the Headteacher's role to implement the school's Equality Policy and Mr Whitehouse is supported by the Governing Body in doing so.

It is his' role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations. He ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

Mr Whitehouse promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life. He treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-teaching. All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

TACKLING DISCRIMINATION

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. The school's abhorrence of such behaviours is communicated to pupils, parents and staff. For an example through the curriculum, the Prospectus, newsletters and staff training.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a key stage leader/ Headteacher where necessary. All incidents are reported to the Headteacher and logged in the record of incidents. Racist incidents are reported to the Governing Body and Local Authority on a termly basis. All incidents are discussed with the Governor who leads on Safeguarding. Incidents are monitored to ensure that they are dealt with effectively.

Types of Discriminatory Incidents That Can Occur Are:

Physical assaults against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender. The 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, for example 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, and ensure that incidents are reported and addressed swiftly and effectively. The agreed procedure for responding and reporting is outlined below:

A member of staff to investigate further (if incident reported) or challenge behaviour immediately' Inform the class teacher/key stage leader and or a member of the SLT.

Speak to the 'instigator'.

Another member of staff to speak with the victim and other witnesses if appropriate.

Restorative group discussion maybe offered.

Parents/carers are informed of the incident.

Action taken to address issue with year group/school if necessary eg. - through circle time/assembly

Record in the behaviour book or racism book.

Serious incidents are reported at the next full Governing Body Meeting. The Chair maybe informed immediately.

The Policy has been agreed by our Governing Body. We recognise that the strength of this Policy depends upon ensuring that everyone is actively implementing it, and that gaps and the need for further development will arise from effective evaluation. The school will collect and analyse.

evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.