



CURIOUS CHILDREN  
GROWING MASSIVE MINDS

**Maidenbower Junior School**  
**Single Equality Policy**

<b>Approved by:</b>	Head teacher, SLT and Full Governing Body	<b>Date:</b> December 2020
<b>Last reviewed on:</b>	February 2021	
<b>Next review due by:</b>	November 2023	
<b>Version number:</b>	2 (Formerly the Racial Equality Policy)	

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2. Reviewed : December 2022

This policy is based on a West Sussex County Council model policy. The policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates since February 2013.

## **Introduction**

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality.

Our policy refers to all members of our school community of pupils, staff, parents, carers, visitor and partner agencies and, in formulating equality objectives, considers the needs of young people in our community who may want to or have found it difficult to join our school.

**At Maidenbower Junior School we aim to provide equality of opportunity for the whole school community. We want all of our children to achieve their full potential during their time with us and therefore we work to ensure that our expectations, attitudes and practices do not prevent this. We recognise that a child's self-perception can be influenced by his/her environment and we aim to enhance self-esteem and self-confidence by positively working to promote equality of opportunity and access.**

At Maidenbower Junior School we are committed to:

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination
- Encouraging, supporting and enabling all children and staff to reach their full potential
- Working with parents and the wider community to establish, promote and disseminate good practice
- Ensuring that this policy is adhered to.

This policy is intended to support all staff and governors in their efforts to eliminate all forms of racial discrimination. It fulfils the Race Relations (Amendment) Act 2000 which requires every Governing body to promote multi-culturalism and ensure that we monitor, report and act on racist incidents. Racist incidents are reported via CPOM's and termly to the LA.

This policy sets out our approach to ensuring that all members of the school community have equal opportunity and access whatever their gender, age, ability race or background.

Through the implementation of this policy we will ensure that, within our resources, every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in: The Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; Outcomes for Pupils; and Overall Effectiveness. We will investigate why they take place and remove any unfairness and disadvantage.

## **The context of our school**

The context of our school is outlined in our own Self Evaluation Review and the Headteacher's termly reports to governors. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

We will take action to ensure that, where possible, people (including governors and volunteers) working in our school reflect the diversity of the communities that the school serves.

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- effectively managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers

- establishing and maintaining links between the school and its local and wider communities
- treating people as individuals in light of the discrimination legislation, positively promoting respect for diversity, regardless of gender, ethnicity, disability, age, sexual orientation, religion or belief or marital status; creating good relationships in the school with all groups of people and promoting equality of opportunity for all.

### **AIMS**

At Maidenbower Junior School we:

- Make our system of values, the foundation for all learning
- Ensure that all children and staff are encouraged and able to achieve their full potential
- Respect and value the differences between people
- Prepare the children for life in a diverse society
- Acknowledge that prejudice exists and take steps to challenge and prevent it
- Make our school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued
- Promote good relations between different racial groups within the school and its wider community
- Actively oppose all forms of racism, racial prejudice and racial harassment
- Have clear procedures in place to ensure that all staff deal with all forms of bullying and harassment promptly, firmly and consistently
- Are proactive in tackling discrimination
- Ensure that all incidents are recorded and monitored carefully
- Ensure equal access to documentation and information through appropriate translation where needed
- Monitor progress and attainment and respond to any ethnic imbalance if necessary
- Monitor the curriculum to ensure that it reflects the social and cultural needs of all pupils
- Adopt fair and consistent recruitment criteria with equal opportunity for all applicants
- Maintain and seek ways to develop the partnership with parents and local community groups

### **RESPONSIBILITIES**

#### **The Governing Body will:**

Ensure that the school complies with legislation and challenges the school at every policy level

#### **The Headteacher will:**

- Implement the policy and its procedures and strategies
- Ensure that all staff are aware of their responsibilities
- Ensure that appropriate training and support are given
- Take appropriate action in cases of discrimination
- Deal with reported incidents of harassment

#### **All Staff will:**

- Ensure that children from minority groups have the opportunity to talk with a chosen adult about their situation in school
- Challenge prejudice and discrimination and deal fairly with all incidents that arise
- Promote equality and positive relations and not discriminate
- Keep up to date with all policy legislation

#### **All children will:**

- know how to identify incidents and harassment and how to react to them.
- know how to react to such incidents if they are the victim.

### **RESPONSE TO PREJUDICE**

#### **Pupils:**

If pupils do not comply with the policy:

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- The child's class teacher will speak with the child about their behaviour and attitude and outline the expectations for all children and staff.
- Appropriate sanctions will be set.
- If deemed appropriate the child's parents will be informed and if necessary a meeting will be held between the parents, child, and Headteacher to discuss the incident and any further action.
- The child's class teacher will address the issue with the class through the PSHCE curriculum.

If pupils are the victim of prejudice:

- They will be supported by their class teacher, EAL teacher and any other adult in the school as appropriate.
- They will feel confident to talk with a chosen adult at any time if they feel vulnerable.

**Staff:**

If a member of staff does not comply with the policy:

- The Headteacher will speak to them and will reinforce the policy and set out clear expectations
- They will be required to attend appropriate training
- Targets may be set for improvement and monitored
- Should future breaches of the policy occur they will be formally recorded and disciplinary action may follow.

If a member of staff is the victim of prejudice:

- They will be supported by the Headteacher and colleagues as appropriate.
- They will know where to seek support and help with their situation.

**CURRICULUM**

Throughout the children's time in the school, there are planned opportunities to develop their awareness of the wider world through a range of topics that enable them to experience the culture, traditions and lives of children from other cultures.

Festivals and traditions are celebrated and discussed and a wide range of resources ensures that the children are exposed to the multicultural society in which they live.

**MONITORING (of racist incidents)**

All racist incidents and incidents of prejudice and inequality are recorded on CPOM's

Serious incidents are discussed with the parents concerned.

All racist incidents are reported to the LA and Governing Body with the school's response and any actions taken.

**MONITORING (in relation to attendance and performance of pupils from different racial backgrounds)**

Each child's individual progress is monitored throughout the year by class teachers, team leaders and the Headteacher. Where an individual is causing concern or where a pattern emerges with regard to children from particular racial backgrounds this will be discussed in detail and appropriate action taken. This includes:

**Attendance:**

- daily monitoring of attendance in school
- discussion with parents
- use of translators where needed

**Performance:**

- discussion with parents (using translators where needed)
- involvement of EAL teacher
- involvement of Special Educational Needs Coordinator
- support within school in liaison with EAL teacher

- follow SEN policy as for all children in the school

### **TRAINING**

Any training needs will be identified during the School Review processes and an appropriate programme will be instituted either within the school or externally, either for individual staff or for the staff as a whole.

### **POLICY DEVELOPMENT**

Racial and cultural diversity is inherent in other school policies which will be examined for any adverse impact as and when they are reviewed during the normal school review process. These following policies are affected:

- Special Educational Needs
- Behaviour
- Teaching and Learning
- Equal opportunities
- Personal, Social, Health and Citizenship Education

Fuller information is available from the following sources:

DfE Education Act 2010

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmentaladvice>

Specific advice for schools

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>

Equality and Human Rights Commission

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schoolsguidance/>

Guidance from WSCC

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/management\\_info\\_services/inclusion\\_equalities\\_sen\\_ld/equalities\\_including\\_disabili/equalities\\_overview\\_of\\_school.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_equalities_sen_ld/equalities_including_disabili/equalities_overview_of_school.aspx)

### **Race Equality and Staff Employment**

The Governors of Maidenbower Junior School agree with, support and comply with the aims and policy of West Sussex Young People and Children's Service (CYPS) in respect of equality and diversity as set out in the schools' HR Manual.

Dated: December 2020

Signed by:



**Elaine Jenkins**  
**Head teacher**

Signed by:



**Pat Wright**  
**Chair of Governor**

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