

Riverside Primary School **Equality Policy**



Riverside Primary School is part of the Rainham Mark Education Trust. As such, we adhere to the Trust's Equality Duty Plan, which can be found on the RMET website. This policy details the approaches that are specific to Riverside.

Our vision

Our vision is to enable the whole Riverside community to achieve, enjoy learning and aspire to be the best they can be. Our positive "Riverside Attitude" expects everyone to work together, communicate and show respect. We build strong partnerships with parents, carers and other professionals, delivering a fun, rich and varied curriculum. Through this we enable all pupils at Riverside to succeed, engage in their learning, be independent and ready for the next step in their lives.

Inclusion is at the heart of our school. We seek to promote equality and eliminate harassment by ensuring that there is no direct or indirect discrimination in any of our policies or practice. This means that everyone will be treated fairly and equally.

Legislation

This policy is in accordance with The Equality Act 2010. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender (including gender reassignment), race, nationality, disability, sexual orientation, religion/belief, age, marriage/civil partnership status and pregnancy/maternity status.

Our approach to promoting equality

Riverside Primary School is an Inclusion Quality Mark Centre of Excellence, and demonstrates a commitment to ensuring that no member of the school community, or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, and socio-economic background.

The overall objective of the school's Equality Policy is to provide a framework for the school to fulfil its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. We strive to provide resources which give positive images, and

which challenge stereotypical images of groups with protected characteristics. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

The principles of this policy apply to all members of the extended school community i.e. pupils, staff, governors and parents/carers. Inclusion is an integral part of the school development plan, continuous professional development and governors' meetings.

Race Equality

To meet these specific duties we will:

- Maintain a fully inclusive ethos where the differences between people are respected and valued.
- Make the school a place where everyone, regardless of race, colour, ethnic/national origin or first language, feels welcomed and valued and is encouraged to achieve their best.
- Ensure that our curriculum and school environment promote an understanding and respect for diverse cultures and minority ethnic groups.
- Promote good relations between different racial and cultural groups within the school and within the wider community, preparing pupils for life in a diverse multi-cultural society.
- Be proactive in opposing, tackling and eliminating all forms of racism, racial prejudice, racial harassment and unlawful discrimination.

We adhere to the Local Authority guidelines regarding the recording and reporting of racist incidents.

Disability Equality

We aim to ensure that, wherever possible, disabled people have the same opportunities as non-disabled people in their access to education and that any form of unlawful discrimination on the grounds of disability is prevented. We have a statutory duty to not treat disabled pupils and prospective pupils less favourably than other non-disabled pupils, and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. We believe that disabled people should be valued for what they can do, rather than labelled for what they cannot.

Staff are made aware of the basic requirements of the Disability Discrimination Act; Disability Code of Practice for Schools and The Equality Act 2010. Employees, and those working with the school's authority, are required to support the governing body in meeting their duties, and must ensure that they do not act in such a way that renders the governing body liable to a claim of discrimination.

We have a duty to make reasonable adjustments for disabled pupils. To meet this duty we will regularly review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. However, we recognise that there may still be occasions where the treatment of disabled pupils is different from that of non-disabled pupils. In such cases, the school will be able to explain why such treatment is justified and demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Examples of the specific measures we will be taking include:

- Maintaining a Disability Equality Scheme Committee and Accessibility Plan to oversee, evaluate and improve provision for disabled pupils and staff, ensuring DDA compliance.
- Ensuring providers of facilities for school trips and extra-curricular activities can accommodate disabled pupils before making bookings.
- Ensuring that the school is in a position to administer medication if required.
- Providing modified learning materials or additional resources where needed.
- Ensuring there are special arrangements in place for disabled pupils who are taking examinations.
- Ensuring our policies and procedures for bullying cover issues of disability.
- Working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- Ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission and The Equality Act 2010.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. These will include:

- Creating an ethos which is open and welcoming, so that parents and pupils feel comfortable about sharing information about the disability.
- Asking parents during the admissions process about the existence of any disability.
- Providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip).
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies where appropriate.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. All aspects of the school (e.g. environment, teaching and learning, resources, social and emotional support, extra-curricular activities etc) provide equal access and opportunities to both boy and girl pupils and male and female staff.

Monitoring

Through our regular analysis of attainment and progress data, we monitor the performance of different groups of pupils including boys/girls, pupils with SEND, "Looked After" pupils and so on, and endeavour to close any gaps in achievement. It is important to note that this policy does not preclude us from offering interventions or other support to targeted groups with protected characteristics, for example a reading group for boys.

Monitoring of pupils' learning will involve class teachers, teaching assistants, parents/carers and the pupils themselves. Where necessary there may also be involvement from the Inclusion Manager or other professionals.

Responsibilities

The Headteacher and Governors must:

- ensure that the school complies with all relevant equalities legislation;
- ensure that all staff are aware of the school's Equality Policy and that it is implemented effectively;
- ensure that all recruitment and selection procedures are in line with this policy, and that people from the protected groups as defined by The Equality Act 2010 are not discriminated against when applying for jobs at the school;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- review school information regarding, for example, admissions or exclusions, and ensure that no child has been discriminated against on the grounds of protected characteristics;
- take all reasonable steps to ensure that the school environment properly accommodates people with disabilities;
- manage all incidents or complaints from parents/carers, staff or pupils of unfair treatment, and any racist incidents, with due seriousness.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

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