

At Ardleigh Green we value all individuals and the contribution they have to make. All individuals are entitled to respect and equality of opportunity regardless of race, culture, gender, religious beliefs, age, ability, sexual orientation or appearance.

Within our school community we all have a responsibility to provide a climate of equality and respect for all. Discrimination on the basis of race, gender, culture, religious beliefs, age, ability, sexual orientation or appearance is not acceptable in our school. Discrimination affects everyone. Tackling the problem if and when it arises must be the responsibility of all staff.

All children, staff and governors will contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals. This is also an expectation of all visitors to the school.

Our aims

- Every individual is respected and valued
- Everyone within the school achieves their full potential and has the same chance
- Equal access is achieved by everyone and for everyone
- Everyone is celebrated for the contribution they make
- We can live in harmony and create a more equal society

Our Practice

Admission: The school follows the LA Admissions Policy that does not permit gender, disability, religious beliefs or ethnicity to be used as a criterion for admission.

Registration: Every effort is made to ensure that pupil's names are accurately recorded and correctly pronounced. Pupils are encouraged to respect names from other cultures.

Curriculum: All pupils have access to a broad and balanced curriculum, including the National Curriculum. This curriculum is carefully and appropriately planned to meet the needs of all children.

Staff are constantly aware that their own expectations affect the achievements, behaviour and status of the children.

Language: At our school we value linguistic diversity and try to be aware of and sensitive to languages and dialects spoken by our children and their families.

Resources: We aim to provide for all pupils according to their needs, regardless of race, gender, culture, religious beliefs, age, ability or appearance. Every effort is made to ensure that resources used contain positive images of all groups and that all groups are represented.

Parents: The school values the participation and co-operation of all its parents and encourages all parents to take an active role in the school through helping in the classroom and through our Home/School Partnership.

New Staff: When appointing new staff we follow the LA equal opportunity guidelines to ensure that no discrimination takes place during any stage of selection. New members of staff are expected to familiarise

themselves with this equal opportunities policy and ensure that they act in accordance with it.

Specific areas for discrimination

- Race and culture:** The school welcomes families from all races and cultures and recognises that this enriches the school in a desirable way. Children are encouraged to respect and gain understanding of cultural diversity and to treat each other with respect and kindness.
- Gender:** We encourage all children regardless of gender to take full advantage of all opportunities available within the school. Staff are encouraged to remember that their own expectations of children have a bearing on outcomes. We are aware that our school environment is a female dominated environment and make every effort to broaden the children's experiences through visitors and other activities.
- Age:** Age is not a consideration in the appointment of staff. All members of the school community and visitors are to be treated with equal respect.
- Religion:** We welcome pupils, staff and visitors of any religious group. Children are encouraged to learn about and respect the religious views of others although a doctrinaire approach is unacceptable.
- Ability:** We welcome people of all abilities into all aspects of school life. We have a strong and effective Special Needs Policy that allows all children to have access to a broad and balanced curriculum. The school is equipped with facilities for individuals with physical disabilities. All individuals are supported in achieving their full potential.
- Appearance:** We encourage all members of the school community to call everyone by their chosen name not nickname; to be sensitive to others' feelings and to concentrate on the person, not his/her outward appearance.

Dealing with Discrimination

Each school has a Behaviour Policy and a Code of Conduct that encourage all individuals to be caring towards and respectful of all members of the school community.

When an act of discrimination does occur in school, it is treated seriously and the offender is reminded that such behaviour is totally unacceptable.

Racist acts or comments of any description are strictly forbidden in school as are any form of racist symbols, badges and insignia on clothing or personal effects.

All incidents of discrimination are thoroughly investigated and dealt with. Initially this is the responsibility of the teacher concerned, who endeavours to ensure that the offender adopts a more positive approach. However in the case of a more serious incident, or of a child who continues to act in a discriminatory way despite warnings, the Head or Deputy is informed and deals with the problem. In such a case parents will be contacted. Parents will be reminded that discriminatory behaviour will not be tolerated in this school and that if it continues the disciplinary procedures will be enforced.

Roles and responsibilities

Staff: All staff are responsible for upholding and monitoring the school's policy for Equality. Standing by and doing nothing compounds the problem.

All staff are responsible for dealing with and reporting acts of discrimination of which they become aware. Any member of staff who feels unsure as to how to deal with a situation should discuss it with another member of staff.

Governors: Our Governing Body has responsibility for the educational provision within the school. This includes duties concerning employment, exclusion and curriculum.

Head Teacher: The head has overall responsibility for the implementation and monitoring of this policy and will ensure that this policy is maintained and reviewed at regular intervals.

Monitoring and review

This policy should be read in conjunction with the schools' policies for Behaviour, Inclusion and Spiritual, Moral, Social and Cultural Education.

This policy will be reviewed by staff and governors in line with all other policy reviews.

Policy Reviewed October 2020

Equal Opportunities – Intervention Strategies

- Avoid dividing the children into boys and girls for any activity
- Do not identify “strong” boys to help carry items – give boys and girls the chance to help
- In sports have mixed teams
- Alert children to sex bias – e.g. policeman, milkman etc
- Choose resources that are non-sexist and non-racist
- Choose resources that show variety in: - culture, race, ability, gender, age etc
- Encourage children to explore new roles and new activities
- Observe play patterns and keep checklist of children’s choices
- Introduce new toys and activities in a non-stereotyped way
- Aim to develop all children’s spatial skills as well as their language and maths
- Provide concrete experiences in the classroom and by visits outside
- Teach about changing roles through History and Drama
- Encourage non-stereotyped social behaviour
- Realise that you as the adult are a role model and focus of attention for the children
- Observe classroom interactions with the help of a colleague
- Show that you approve of girls and boys playing together
- Invite a variety of visitors into school
- Be aware of different gender, culture etc when choosing children to answer questions, carry out tasks

Racism – some descriptions

Physical harassment

- Violent attacks or physical intimidation on children or adults from minority groups.
- “Minor” intimidation that may be cumulative in effect, e.g. hiding a pupil’s bag, spoiling a piece of work, nudging and pushing in a line etc.

Verbal harassment

- Name-calling directed at anyone from a minority group
- Ridicule of a person’s speech or background or culture
- “Off the cuff” remarks about certain racial groups in front of individual pupils.

Non-co-operation / disrespect

- **A clear refusal to show respect to individuals from minority groups. It includes a verbal and/or behavioural response, which indicates and demonstrates racist attitudes.**
- Some forms of disrespect can also be inadvertent, for example, certain actions may result from a lack of knowledge or awareness on the part of staff and pupils with regard to an individual’s cultural/religious practices which makes the victim feel harassed or uncomfortable.

Other incidents

- Racist jokes, chants and the use of racist vocabulary
- The wearing of racist insignia – badges, tee-shirts etc.
- Racist graffiti
- The distribution of racist literature or posters
- The presence of racist/fascist organisations in or around the area
- Stereotyping and generalisations that lead to discrimination