

Equality Information and Objectives

Aims

At The Free School Norwich we aim to:

- Offer equal opportunities regardless of race, culture, gender orientation, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school and the wider community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied experiences of the community can enrich the life of the school.

Principles

The school recognises the framework produced by the Single Equality Scheme (SES), which has been updated to incorporate the Equality Act of 2010. The aim for this is to consolidate regulations produced over several decades regarding:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Age
- Marriage or civil partnership

Aligning to this framework is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

Actions

Statements of equality dimensions and opportunity will be printed in all relevant school documentation eg: school prospectus, vision statement, policies and in the staff handbook.

All governors, staff and pupils will receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.

On acceptance to the school all parents will receive information detailing the school's Code of Conduct. This information will be available in languages other than English as appropriate to the school community.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements e.g physical access, child care and interpreter support.

The school will include in its annual report to parents, information concerning the arrangements made for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils and the facilities provided to assist access to the school by disabled pupils. Progress in this area is documented in the School's S.E.N action plan.

Statement of Inclusion

The school recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum. What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities - Multi-Cultural

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures.

Equal Opportunities - Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations

- To work towards the eradication of sex stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

- 1) Are all children able to try out new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all our displays and teaching aids present a non-sexist attitude?
- 5) Are our responses to bad behaviour the same to both boys and girls?
- 6) Are men and women from other cultures presented to children in a non-stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

Equal Opportunities - Race

It is our school policy:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race
- To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- Provocative behaviour, for example the wearing of any racist badges or insignia
- The use of verbal abuse or name calling of a racist nature
- The encouragement of others to behave in a racist manner
- The ridiculing of an individual for cultural differences
- The telling of racist jokes or stories
- The exclusion of others because of their culture, ethnicity or race.

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

To meet this requirement the governing body will:

- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- record racist incidents and report them to the local authority on a regular basis.

The school will contact the local authority for advice on the format, process and frequency of reporting as required.

Equal Opportunities - Ability

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Class

It is our school policy:

- That children should not be treated in any way differently because of an assumed social class
- That assumptions will not be made as regards class difference.

Equal Opportunities - Physical Disability

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision including the physical environment and curriculum should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Monitoring of the policy

All who are associated with The Free School Norwich have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Making sure that the school has up-to-date equality schemes and action plans.

Our Principal is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Providing opportunities to deliver a curriculum that takes account of the need to eliminate unlawful discrimination and harassment and promote equality
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms We acknowledge that groups of people have often suffered disadvantage due to prejudice or ignorance. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Pupils are responsible for:

- Treating each other with respect

- Speaking out if they witness or are subject to any inappropriate language or behaviour.

Visitors are responsible for:

- Adhering to our commitment to equality through demonstrating appropriate attitudes when working with children and adults in school.

The effectiveness of the above policy and our practice will be closely monitored by the governing body and will be evaluated every year.

KEY LEGISLATION

Equality strand Legislation

Age Employment Equality (Age) Regulations 2006

Disability Discrimination Act 2010

Special Educational Needs and Disability Act 2015

Gender (sex) Sex Discrimination Act 1975

Equality Act 2010

Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999

Race Relations Act 1976

Race Relations (Amendment) Act 2000

Religion or belief Employment Equality Regulations 2010

Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003

Principal: Mrs Tania Sidney-Roberts

Chair of Governors: Mr Andy Skeggs

Approved: Governing Body May 2019

Policy Review Date: May 2021