



**THE FROEBELIAN SCHOOL**  
**Single Equalities Policy**

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

This policy should be read in conjunction with the following policies:

- Special Educational Needs and Disabilities
- Accessibility
- Admissions, Misbehaviour and Exclusions
- Anti-Bullying

This policy outlines the commitment of the staff, children and Governors of The Froebelian School to ensure that equality of opportunity is available to all members of the School community. For our School this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in School, whilst celebrating and valuing the achievements and strengths of all members of the School community. These include:

- Children
- Staff
- Parents/Carers
- The School Council (Governors)
- Multi-agency staff linked to the School
- Visitors to School
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At The Froebelian School equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

As a school, we pride ourselves on our inclusive ethos and community involvement. We engage in many activities to raise children's awareness of a diverse and ever-changing world. Children at The

Froebelian School are encouraged to: develop their own beliefs, develop spiritual awareness, display high standards of personal behaviour and take ownership of this, demonstrate a positive and caring attitude towards others, show an understanding of their cultural traditions and an appreciation of the diversity and richness of other cultures.

### **Key Features of the School**

**8 classes** – 1 year group per class

**Accessibility to and around the building:** The building is mainly on two levels with some teaching spaces on split levels (ICT/Music/DT). There are two staircases at opposite ends of the building. There is a third level to the school but children have limited access to this space. The annexe building is also over two levels. We do not have any lifts and all our staircases are 'half landing' in style. The main thresholds into the building are low and no ramps are required.

**Ethnic heritage** – 37% of children are from minority ethnic heritage

**Gender balance** – 49% girls/51% boys

**SEN with support** – 8 pupils (4%)

**SEN statement or EHC plan** – none

**Children on IEP** – 8 pupils (4%)

### **Ethos and Atmosphere**

- At The Froebelian School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the SMSC needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Monitoring and Review**

The Froebelian School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential. We collect and analyse a range of equality information for our children:

- We make regular assessments of children's learning and use this information to track their progress as they move through the school. As part of this process, we can monitor the performance of different groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Resources are available to support groups of children where the information suggests that progress is not as good as it should be.

- School performance information is compared to national data to ensure that children are making appropriate progress when compared to other primary schools.

As well as monitoring the children's performance information, the Headteacher and Senior Leadership Team also regularly monitor a range of other information. This relates to:

- Attendance
- Racism, disability, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities

Our monitoring activities enable us to identify any differences in the children's performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The Froebelian School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a School Council (Governors) that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

### **Learning and Teaching**

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all children and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures and religions
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop children's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject co-ordinators, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all groups of children
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development

## **Learning Environment**

There is a consistently high expectation of all children regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all children
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability
- We will meet all children's learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all children have equal access to all facilities and resources
- All children are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all children
- Consideration is given to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At The Froebelian School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All children have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within The Froebelian School is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes

- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Provision for Bi-lingual Pupils**

We undertake to make appropriate provision for all EAL/bi-lingual children to ensure access to the whole curriculum.

### **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups of children
- All children are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of children can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children
- Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all children to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities

## **Roles and Responsibilities**

- Our School Council (Governors) will ensure that the school complies with statutory requirements in respect of this policy.
- The Headteacher is responsible for the day-to-day implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the School Council.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **Commissioning and Procurement**

The Froebelian School will ensure that we buy services from organisations that comply with equality legislation.


## **Review**

We will review the Single Equalities Policy annually and undertake equality impact assessments regularly to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: April 2017

Policy Review Date: April 2018

Signed (Headteacher): 

Signed (Chair of Governors): 