



## **CUMMERSDALE SCHOOL**

### **SINGLE EQUALITY POLICY**

#### **1. School Ethos, Vision and Values**

At Cummersdale School, we seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community regardless of race, disability, sexuality, age, gender, religion/belief.

This policy outlines how we will seek to achieve equal opportunities for all involved in the school community.

#### **2. Race Equality**

Pupils will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism.

Pupils will be taught about events such as the Holocaust and their relevance to modern society.

The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally.

Resources will portray members of all ethnic and cultural groups in ways which are positive and stereotypes are not reinforced.

Acts of collective worship may be used to promote race equality.

Accurate information will be kept about the ethnic origin, first language and religious affiliation of all pupils.

All our curriculum and extra-curricular activities will be available to all pupils regardless of their background.

Achievement, attendance and exclusions will be monitored by ethnicity.

Languages other than English will be valued and promoted.

All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals.

All pupils will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.

The dietary needs of all pupils will be met.  
Members of all ethnic and cultural groups will be welcomed and valued.

Members of ethnic and cultural groups will be encouraged to play an active role in school life.

To promote race equality and provide positive role models, greater use will be made of visits and visitors.

As far as is possible, staffing will reflect the ethnic and cultural diversity of society locally, regionally and nationally.

### **3. Disability Equality**

Children with disabilities/special needs/learning difficulties .....

- will have complete access to all the facilities and resources available in the school
- are fully integrated with non-disabled pupils
- are educated alongside non-disabled pupils
- will receive additional support to ensure that their needs and aspirations are met in full
- will be given extra help and support to ensure that they fulfil their potential
- will be provided with an education appropriate to their age, aptitude and ability
- will have access to the same broad, balanced and relevant curriculum as other children
- will be provided with the opportunity to meet, interact and learn alongside other children of their own age
- will be involved in decisions being made about their care and education

Detailed records will be kept of the academic progress being made by disabled pupils.

Every effort will be made to ensure that disabled children are not bullied.

Throughout the curriculum, staff will use every opportunity to explore how people can challenge stereotypes about disabilities.

When appropriate and the need arises, staff will undertake training about disabilities/special needs/learning difficulties.

Staff will work in partnership with parents and primary carers to ensure that disabled children benefit fully from their time spent in school.

Resources will be targeted and utilised effectively and efficiently to ensure that disabled pupils fulfil their potential.

The school is committed to early identification of pupils with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion.

The school is committed to early intervention, target-setting and regular monitoring of disabled pupils.

Newsletters, Parents Meetings and Governors' Meetings will be used to highlight ways in which the school has enhanced the opportunities of disabled pupils.

#### **4. Gender Equality**

Pupils will be listed alphabetically in registers; registers will not separate boys from girls.

Boys and girls will wear the same colours for their uniforms.

Boys and girls will have equal access to all lessons and all sporting activities.

Boys and girls will be encouraged to line up together.

We expect boys and girls to do equally well at everything the school provides.

We expect boys and girls to behave equally well in all circumstances.

We expect boys and girls to perform equally well in all subjects.

Boys and girls will be encouraged to make equal use of all the resources and facilities in the school.

Staff will ensure that all pupils have equal access to school resources and behave appropriately.

Every effort will be made to ensure that pupils do not dominate the attention of staff to the detriment of others.

Resources will show girls, boys, women and men engaged in non-stereotypical roles and activities.

Children will be given classroom activities which encourage competitive and collaborative skills in more or less equal measure.

Boys and girls will be expected to complete exactly the same extra-curricular jobs around the school such as carrying books and light furniture and tidying and washing up.

Boys and girls will be expected to work together in a constructive and positive manner.

New resources will be vetted to ensure that they show girls, boys, men and women involved in a diverse range of activities thereby challenging stereotyped ideas about what males and females can and should do.

Stories and poems which challenge gender stereotypes will be read in class.

Across the curriculum, staff will use whatever opportunities arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes.

Children will be discouraged from using sexist language and commended when they challenge such language.

We expect exactly the same standards of tidiness and politeness from all pupils.

All staff will be eligible for job-sharing, career breaks and maternity or paternity leave.

## **5. Sexuality, Religion/Belief and Age Equality**

All children will have equal access to all lessons and sporting activities.

All children are expected to do as well as they can at everything the school provides.

All children are expected to behave as well as they can in all circumstances.

All children are expected to perform to their potential in all subjects and activities.

All children will be encouraged to make equal use of all the resources and facilities in the school.

Resources will show people of all ages and religions engaged in non-stereotypical roles and activities.

Resources will reflect the full variety of families and homes that exist in society today.

Resources will reflect people subscribing to a variety of religions and beliefs.

All children will be expected to work together in a constructive and positive manner.

New resources will be vetted to ensure that they show people of all ages, religions and backgrounds/circumstances involved in a diverse range of activities, thereby challenging stereotyped ideas about what people can and should do.

Stories and poems which challenge stereotypes will be read in class.

Children will be discouraged from using ageist and homophobic language and language that makes fun of people because of their religion or beliefs, and they will be commended when they challenge such language.

Children will be discouraged from using offensive language of any kind and they will be commended when they challenge such language.

Children, parents, primary carers and staff will be reminded of the negative effects of stereotyping based on age, sexuality, religion or belief.

Newsletters, Parents Meeting and Governors Meetings will be used to explain how the school has contributed to equality objectives in respect of age, sexuality, religion or belief.

Children, irrespective of their age, sexuality, religion or belief:

- will have access to all the facilities and resources available in the school
- will always work and play with other children
- will, if necessary, receive additional support to ensure that their needs and aspirations are met in full
- will, if necessary, be given extra help and support to ensure that they fulfil their potential
- will have access to the same broad, balance and relevant curriculum/range of activities as other children
- will be involved in decisions being made about their care and education
- will be protected from name-calling and bullying
- will have opportunities to learn how people have challenged, or can challenge discrimination and stereotypes based on age, sexuality, religion and belief

When relevant, staff will take part in training that combats discrimination on the grounds of age, sexuality, religion or belief.

Staff will work in partnership with parents and primary carers to ensure that children, irrespective of age, sexuality, religion or belief, benefit fully from their time spent in school.

Resources will be targeted and utilised effectively and efficiently to ensure that children fulfil their potential no matter their age, sexuality, religion or belief.

The school is committed to target-setting and regular monitoring of all children.

Appropriate use will be made of local authority support services to ensure that all children fulfil their potential.

The whole curriculum will be used to value and celebrate diversity whether that diversity is based on age, sexuality, religion or belief.

Children will have opportunities to learn about the harmful effects of prejudice, ageism, homophobia and stereotyping.

Resources will reflect the religious diversity of society locally, regionally and nationally.

Resources will portray people of all ages, religions and beliefs in ways which are positive and non-stereotypical.

Collective acts of worship will be used to promote equality of opportunity irrespective of age, sexuality, religion or belief.

People will be welcomed and valued no matter their age, sexuality, religion or belief.

People of all backgrounds will be encouraged to play an active role in school life, perhaps as governors or as volunteers around the school or as people who speak to children about their backgrounds.

As far as is possible, staffing will reflect the diversity of society locally, regionally and nationally.

All incidents of bullying and harassment, including bullying and harassment based on age, sexuality, religion and belief will be dealt with in an effective and consistent manner.

## **6. Community Cohesion**

Every member of the school community feels a sense of belonging and is valued.

The diversity of people's different backgrounds and circumstances are appreciated and positively valued.

Cummersdale is an inclusive school which provides similar life opportunities for all pupils, regardless of their background.

Where possible, relationships are developed between people from different backgrounds within the school, its local community and the national and global communities.

The School Council will provide the opportunity to develop the skills of participation and responsible action.

Cummersdale School is committed to preparing its pupils to live in and contribute to, a diverse and multi-cultural society.

Our community is less culturally diverse than others in the country, therefore challenging perceptions and stereotypes is regarded with high importance.

Promoting high standards of behaviour in the school and developing a sense of personal responsibility in our pupils is regarded as a key contributor to community cohesion.

Through extended services and other activities the school will enable parents to share positive experiences with their children.

Our partnership of schools will improve procedures for the transition of pupils between phases, ensuring that previous achievements (whether social, emotional, physical or academic) are recognised and built upon.

The school is committed to curriculum projects to develop links between the schools in our partnership and other schools in the same phase.

Pupils will be encouraged to develop a sense of responsibility for the welfare of their community.

Signed ..... (Chair of Governors)

Signed .....(Headteacher)

Date: .....

Review Date: June 2019