

Dawley C of E Primary Academy



Equality Policy

Date: Spring 2021

This policy should be read in connection with the Academy's Mission Statement and the Positive Behaviour policy. Its principles permeate all aspects of Academy life for everyone in our Academy community, children and adults alike.

It is the Academy's responsibility to give all children equal opportunities to develop their own potential, regardless of gender, race, religious faith, ability, background, colour or language. We do not regard all children as being the same. We value and celebrate differences, and all children must be treated in such a way that they have the opportunities to enjoy and experience success in all areas of Academy life. Similarly, all adults who work in the Academy will be treated with equal respect and valued as individuals as well as for their contribution to the life of the Academy.

Definition for Community Cohesion

At Dawley C of E Primary Academy we believe that Community Cohesion means we are working towards a society:-

that has common vision;

a sense of belonging for all communities;

where we value and appreciate diversity in our

community; that ensures equal life opportunities for all;

where strong and positive relationships exist in the work place, our Academy and in the wider community.

We believe that our Academy has a vital role to play, both in providing for the education and development of our pupils, and in working in partnership with others towards this common set of values for our community and the wider world.

Our Academy Rule states that we will treat everyone with courtesy and consideration.

Guidelines

Boys and girls are given equal access to all activities, including sports and games.

Teachers give their attention to all children as appropriate, regardless of gender.

Boys and girls are given equal access to resources and materials as necessary.

We expect the same standards of positive behaviour from both boys and girls.

Rewards and sanctions will be given fairly, relating only to the behaviour and not to the gender of the child.

Staff need to be aware of the risk of giving hidden messages to children by always choosing boys or girls to carry out specific tasks. Similarly, care must be taken not to stereotype certain adult jobs as being carried out only by either men or women.

Resources and materials used in classrooms can be used to give prominence to achievements, customs and traditions of different racial groups.

PSHE lessons and Circle Time are opportunities to foster understanding and respect whilst combating prejudice and ignorance. The PSHE scheme of work includes topics aimed at increasing children's awareness and understanding of other groups in society in order to promote tolerance and respect.

Acts of Worship, while mainly based on the Christian faith, and the Church of England traditions in particular, can also be times to give positive messages about the teaching of other world faiths and the lives of the faith's adherents. Children are to be encouraged to appreciate the advantages and responsibilities of living in Britain's modern pluralistic society.

Sharing Assemblies are times for recognising the achievements of children of very different abilities. It is the effort made by children that we are celebrating.

Success criteria

All members of the Academy community will be treated with the courtesy and consideration that our Academy rule demands.

All children will feel equally valued within the Academy and will appreciate that they have equal access to the full range of educational opportunities available during their time at this Academy.

When incidents occur that are contrary to the spirit of this policy, they will be dealt with sensitively, so that all involved will develop a greater understanding and respect for each other as individuals whatever their differences.

Monitoring and Review

The implementation of this policy will be monitored by the Staff through discussion in Staff meetings and by the Senior Leadership Team in their regular meetings.

It will be reviewed and updated as necessary as part of the school's review of all policies.

Written - Spring 2021

Review - Spring 2024