



# Caerau Primary School



## Equality Policy

Date	Review Date	Co-ordinator	Nominated Governor
December 2022	December 2024	Mrs J Roche	Mrs R Goodall

### FOREWORD

The purpose of this document is to state the school's positive commitment to the promotion of equal opportunities in relation to culture, origin, gender, individual need and ability.

Also, to provide staff with an opportunity to consider and clarify their own perception of equal opportunities and to consider possible bias within their own teaching and support for children in our care.

"**DISCRIMINATION**" means less favourable treatment. This can take two forms.

#### 1. DIRECT DISCRIMINATION

Discrimination within the educational experiences of a child, eg. how the school is organised; the curriculum content, organisation of choices and access to extra curricular activities.

#### 2. INDIRECT DISCRIMINATION

Where we are not aware of how our attitudes affect our actions eg. teachers' attitudes towards pupils, peer group pressure on individual achievement and parents' expectations / aspirations for their children.

### POLICY STATEMENT

It is the policy at Caerau Primary School to acknowledge that all children and adults are of equal worth and that we must place equal value on the abilities, talents and skills of every individual irrespective of gender, colour, culture, sexual orientation, origin, individual need or ability.

### INTENT

Caerau Primary School is fully committed to all concepts relating to equality of opportunity in education and personal development, and will endeavour to undertake the implementation of relevant strategies and action plans to achieve this.

## **GENDER**

### **Practical advice on ensuring equality of opportunity for boys and girls:**

- There are no segregated areas within the school building (except toilet facilities) or playground areas.
- The school is promoting mixed groupings of children, except possibly when working in pairs or trios.
- Boys and girls do not work in competition with one another eg. quizzes, team games.
- Children are listed alphabetically on registers irrespective of gender.
- There are lines of 'children' when moving about the school/playground, rather than a line of boys and a line of girls.
- Responsibilities are given not according to gender, eg. boys moving furniture, apparatus; girls cleaning up or washing equipment.

Staff should have the same expectations from girls as from boys. All pupils, immaterial of gender, should be given equal access to the use of equipment in all curriculum areas. The 'hidden' curriculum should also be taken into account.

- Boys and girls, whenever possible, working together through industrial and business links
- Girls are given the opportunities to undertake the roles of Doctors, Policewoman etc, and boys have the opportunities to undertake nursing roles etc.
- Literature chosen for the pupils will be carefully selected to ensure that girls are not regularly shown in subsidiary or domestic roles and that boys are not shown in the leading adventurous roles.
- Both boys and girls are given the choice to take part in all sorts of sporting activities.
- Both are encouraged to take part in choir, percussion groups etc.
- The staff at Caerau will strive to ensure that standards of behaviour, restrictions on pupils dress and appearance, school rules and disciplinary methods apply evenly to all pupils regardless of their sex.
- Stereotyping language is not used eg. Headteacher not Head/Master/Mistress.

## **COLOUR CULTURE or ORIGIN**

The primary objective of this school must be to educate, develop and prepare, all pupils, whatever their colour, ability, culture or origin, for life.

Each pupil and member of staff will endeavour to further this objective by personally contributing to a happy and caring environment and by showing respect for each others racial and cultural background.

**Discrimination on the basis of colour or race is totally unacceptable in this school.**

This school commits itself to emphasising common elements and values of our multicultural society rather than highlighting difference.

### **GENERAL PRACTICE**

The school follows the LEA Admission Policy which does not permit race or colour to be used as a criteria for admission.

Pupils names should be accurately recorded and pronounced.

All forms of racial abuse should be treated seriously and the offending pupil should be in no doubt that the behaviour is unacceptable. Parents should be involved if the behaviour continues.

Incidents of a racist nature will be recorded and formally reported to the school's Governing Body and the LEA.

Parents should be aware of the school's commitment to mutual respect for all.

The help of parents in school will be acceptable irrespective of their racial or cultural background.

### **THE CURRICULUM**

A prime cause of prejudice is ignorance and misunderstanding. A well balanced, objective and sensitive curriculum aimed at unity, rather than highlighting cultural differences will help to avoid omission and misrepresentation of the historical, cultural and racial experiences of pupils.

**In this school we aim to:**

1. Have a supply of books/resources depicting ethnic minority groups, books describing life styles and festivals available at all times for all pupils.
2. We endeavour to make our acts of daily Collective Worship as broad based and multicultural as possible.

## **Conclusion**

It must be remembered that the school is not responsible for external influences that reinforce inequality, however, the school can make every attempt to compensate for these influences.

As professionals, the relationships which exist between us and the children is of paramount importance. It is our duty to provide effective role models, by demonstrating attitudes, values and high expectations for all children in all aspects of school life.