

Wombwell Park Street Primary School Overarching Equality and Discrimination Policy



Approved by the Governing Body November 19th 2009

At Wombwell Park Street Primary School we are committed to ensuring that all members of our learning community have equal opportunities in all aspects of school life without discrimination or prejudice, particularly in terms of gender, race, disability, sexual orientation, religion or beliefs, marital/civil partnerships status or age.

1 Aims and objectives

We do not discriminate against staff or pupils on the grounds of their gender, race, colour, religion, ethnic or national origins. This is in line with the Race Relations Act 1976 and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the School.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 The role of governors

The Governing Body has set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to all.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

3 The role of the Headteacher

The Headteacher's role is, with the support of the Governing Body, to implement the school's equality and discrimination policy.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme and in displays around the school.

The Headteacher treats all incidents of unfair treatment with due seriousness.

4 The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.





When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

All our staff challenge any incidents of discrimination and report them to the Headteacher who records serious incidents in the Incident Book.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.




5 Parents

We expect parents to:

-  respect others irrespective of their culture, ethnic or religious background.
-  set a positive example to children.
-  report incidents of racism to Mrs Bentley.
-  be prepared to act as a witness for any racist incident that they experience or observe.


6 Pupils

We expect pupils to:

-  show respect for others irrespective of their culture, ethnic or religious background.
-  report incidents of racism to Mrs Bentley immediately.
-  be prepared to act as a witness for any racist incident they experience or observe.

7 Gender Equality

All pupils, regardless of gender will have equal access to all educational activities. Our provision responds directly to the needs and interests of pupils, paying particular attention to addressing any gender gaps which may arise through school.

-  The school prepares and publishes a gender equality scheme showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives.

8 Racial Equality

Racial harassment is defined as any form of behaviour that has the effect of intimidating, humiliating, ridiculing and/or undermining the confidence of a person or group of people due to their colour, nationality or ethnic group. Racial harassment may include:

- Oral abuse
- Physical abuse
- Derogatory comments and/or jokes
- Written abuse, including graffiti and displaying offensive material
- Differential treatment

It is the right of all pupils to receive the best education the School can provide, with access to all educational activities organised by the School. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the School.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Teachers plan learning opportunities to support curriculum themes which raise understanding of racial and national significance. So, for example, History topics in our school include examples of the significant contributions women have made to developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa to show the true diversity of development in different parts of the world.




Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

All our staff challenge any incidents of prejudice or racism and report them to the Headteacher who records serious incidents in the Incident Book. All racially motivated incidents are then reported electronically by the Headteacher via BMBC's Intranet at:

<https://intranetapplications.barnsley.gov.uk/EducHarassment/>

Disability Equality

A person with a disability is "one who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to day activities.

-  The school produces and publishes a Disability Equality Scheme which forms an integral part of our commitment to being an inclusive school which is equality, disability and diversity compliant.
-  We have a strong commitment to listen to our stakeholders to ensure an ongoing consultation on these issues.
-  The school complies with its duties under the Disability Discrimination Acts of 1995 & 2005 as outlined in the Disability Equality Scheme.

10 Monitoring and review

It is the responsibility of our Governing Body to monitor the effectiveness of this Equal Opportunities policy. The Governing Body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the Headteacher to report to governors on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour policy so those pupils from minority groups are fairly treated.