Dene House Primary School

Manor Way, Peterlee, Co. Durham. SR8 5RL. Tel (0191) 586 2937
Email address: office@denehouseprimary.co.uk
Website: www.denehouse-pri.durham.sch.uk

Equality Policy



Date of last review: Sept 2026

Date of next review: Sept 2027

Lead member of staff: Mr Blake (Headteacher)

Our school code uses the Equality Act 2010: To treat everyone Equally and Fairly regardless of:

- Age
- Disability
- Gender
- Gender Identity
- Race and Nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual Orientation

We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice.

We believe that all pupils have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Children at Dene House Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a National Curriculum, which is balanced and broad. The National Curriculum includes cross - curricular dimensions such as equal opportunities for boys/girls, multicultural education and special educational needs.

Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Dene House Primary School, we aim for an atmosphere of trust and respect among children as well as between teachers and children. Through work on British values, we teach the children how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. One of our key non-negotiables for behaviour is that we 'Respect everyone.'

Equality and the Law:
Our school will ensure it does not unlawfully discriminate against its students, prospective students, staff, job applicants or parents in the performance of its duties.

The school recognises that discrimination can take many forms: direct, indirect, that arising from disability including failure to make reasonable adjustments, harassment and victimisation.

Aims of the policy:
To ensure that:

- Every individual within the school achieves their full potential and has equal opportunities;
- Every child is given access to the best possible level of education and achievement appropriate to their age and ability, through appropriate levels of challenge;
- Staff, parents and children are all informed of the school aims to ensure a continuity of approach throughout the school;
- Any form of prejudice is recognised and challenged to build positive attitudes to difference;
- Understanding and mutual respect of all children, regardless of differences, is promoted;
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and school displays;
- An awareness of the unfairness and injustice of stereotyping is raised;

- Any form of bullying including verbal, physical, homophobic, biphobic, transphobic and psychological bullying by any group or individuals is challenged and addressed in line with the Anti-bullying policy;
- When staff are dealing with behavioural incidents, they link back to the school value of 'respect' wherever possible;
- Racist, sexist, disablist and HBT incidents and bullying are recorded and monitored.

Children:
It is the right of every child irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each child should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop children to become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them and others in society.

How will we ensure this happens?
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling – everyone has their voice heard;
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development;
- Displays around school promoting positive equality issues;
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all;
- Children encouraged to think about the exclusion of others and the negative effect it can have;
- Reminding the children of behaviour non-negotiables and reviewing these regularly with children through regular 'pupil voice' meetings
- Using assembly time to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes and using resources such as 'Class Dojo' to inform parents;
- Ensuring that all children will have equal access to all resources.

Our Curriculum:
- All children will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Children should be given the opportunity:
- To make choices without rejecting any as being inappropriate, e.g. sport, monitor jobs;
- To gain self-worth and self-confidence, freeing them to develop a sense of who they are and what they want;
- Develop independence and a range of 'life skills' to aid them in their future endeavours;
- To have equal educational experiences, for example trips and working with external visitors

Resources:
- Books, work cards, equipment and other resources will be checked regularly through Work Scrutiny and Book Looks to see that they are non-stereotyping;
- Children will be encouraged to learn to identify, discuss and challenge stereotypes if they are found in existing material;

Admissions and Exclusions:
Our admissions arrangements are operated in conjunction with DCC and are fair and transparent, not discriminating on the protected characteristics or socio-economic factors.
Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact.

Staffing:
The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing;

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- A commitment to equal opportunities is included in the selection criteria for all posts.
- Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Employer Duties:
As an employer, we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage status, pregnancy, religion and belief are considered when appointing staff, assigning additional responsibilities and re-evaluating staffing structures, to ensure all decisions are free from discrimination.
Actions to ensure that this is met, include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development for all staff;
- SLT support to ensure equality of opportunity for all.

Role of the Governors:

- Agree the Equal Opportunities policy and ensure it is implemented;
- Ensure all appointments are made by giving due regard to this policy so that nobody is discriminated against;
- Welcome all applications to the school, whatever a child's background, ability, age, race, gender, sexual orientation, religion, belief or gender identity.

Role of the Headteacher:

- Implement the Equal Opportunities policy;
- Ensure all staff are aware of the policy, including staff new to the school;
- Ensure all appointments are made by giving due regard to this policy so that nobody is discriminated against;
- Treat all incidents of discrimination, bullying or unfair treatment with due seriousness.

Staff Responsibility:
It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children and staff. They will endeavour to establish an atmosphere within school which effectively reduces prejudice and raises self-esteem, so that all children can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff we have to remember that we are role models. We must recognise and challenge discrimination as and when it occurs. Staff are personally responsible for their own acts of discrimination, harassment, bullying or victimisation carried out during their employment.

Staff Training:
Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring/evaluating the policy. Also 'raising awareness sessions' will be planned. All the staff have responsibility for promoting Equal Opportunities.

Success Criteria:
Equal Opportunity will be recognised or highlighted in the following areas:

- Assessment and analysis of attainment and progress
- Playground/classroom interaction
- Displays in school
- Perceptions of Governors and Parents
- Teaching styles
- Classroom observations and Learning Walks