

Stutton CEVCP School
Single Equalities Policy
(Based on Suffolk County Council's Model Policy)

Reviewed	April 2016
Signed	(Chair of <i>Governors</i>)
Minuted	
Date of Next Review	Summer 2018

Single Equalities Policy

Introduction

The policy outlines the commitment of the staff and Governors of Stutton CEVC Primary school to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils

- Teaching staff

- Support staff

- Parents/carers

- Governors

- Multi-agency staff linked to the staff i.e. school improvement services staff, school attendance service

- Visitors to school

- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Stutton CEVC Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Our Core Moral Values and Aims

We aim to provide an excellent quality of care to all those who work and learn in our school. We also strive to create a happy, secure and safe learning community grounded in a Christian ethos by developing the following moral values:

Citizenship
Mutual Respect
Responsibility
Love and Compassion

We praise children when they display the qualities which underpin these values and recognise these qualities with tangible awards, such as certificates awarded to the children in family assemblies.

Our Educational Values and Aims

At Stutton CEVCP School we believe that by developing a creative curriculum we provide our children with an exciting and stimulating learning environment. The curriculum is relevant to pupils' life experiences, inspires and engages them in their learning, and enables them to work in a flexible and collaborative way using their imagination.

Our Educational Aims:

- All learners to aspire to their full potential in an inclusive learning environment
- High standards of achievement and attainment
- High standards of learning behaviour
- To enable children to produce their own work confidently and independently
- To expand upon the curriculum: more thematic planning and teaching
- More diverse, multicultural learning
- To develop art, craft and D.T across the curriculum
- To encourage children to express themselves using a range of media
- To develop outdoor learning
- To develop mixed year activities
- To develop thinking skills
- To develop child-led projects using, class councils, evaluations, school council and learning teams

Policy Development

This policy reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussing within a working party made up of representatives of teaching and support staff, parents, governors, pupil representatives and under community representatives.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in our school. The person on the staff responsible for co-ordinating the monitoring and evaluation is the Headteacher. She will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.

- Working closely with the governor responsible for this area, currently Reverend Geoffrey Clement
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Teachers also attend moderating meetings with colleagues from other local primary schools, to share best practice and to ensure consistency of standards.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities
- Attendance
- Records of minor incidents and accidents

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use material that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject areas of learning promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school must provide good, positive role models in their approach

to all issues relating to equality of opportunity;

- The school should give a very high priority to the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEND policy and Disability Equality Scheme);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils need to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Stutton CEVCP School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
- All pupils have access to a curriculum which recognises attainment and achievement and promotes learning progression.

Ethos and Atmosphere

- At Stutton CEVC Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Although physical access to all areas of the school may be challenging, vehicular

access to a school door can be easily arranged for disabled visitors;

- Provision is made to cater for the spiritual needs of all the children through planning of assemblies and classroom based, or externally based, activities.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexual diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of the school community
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Stutton CEVC Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, specialists and volunteers)

We try to ensure that all such non staff members who have contract with children

adhere to these guidelines and are CRB checked.

Provision for Bilingual Pupils

We undertake at Stutton CEVCP School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups could include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages, wherever possible.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what

they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process;

- Applications for vacant positions throughout the school will be positively welcomed from under-represented groups
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour. The school has clear procedures for dealing with:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Setting up as part of the school's commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties: (?)
- Encouraging members of the local community to regularly join in school activities e.g. school fete, family assemblies, celebration services in St. Peter's Church, PTA events etc;

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

The Headteacher and Senior Leadership Team is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or a recognised training provider.

We ensure that the commitments embodied in our school aims for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline, anti-bullying and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the assessment of the impact of the policy an annual statement will be published which will highlight any action points to be implemented

Impact Assessment

A template providing a framework for conducting an assessment of impact is attached to the pcy in the Appendix 1 and guidance is given in Appendix 2

Appendix 1

Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed

Key Topics	Disability	Ethnicity	Gender	Religion
1. Outcomes for learners	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whether or not they are disabled? • Or are disabled learners excluded, disadvantaged or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? • Or are people from certain backgrounds losing out? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whichever their gender? • Or are outcomes different for females and males with some being disadvantaged? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? • Or are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	<p>Is due account made of the specific needs and experiences of disabled people?</p> <ul style="list-style-type: none"> • Or is a 'one size fits all' approach adopted? 	<p>• Is due account made of different cultural backgrounds?</p> <ul style="list-style-type: none"> • Or is a 'one size fits all' approach adopted? 	<p>• Is due account made of women's and men's differing experience?</p> <ul style="list-style-type: none"> • Or is a 'one size fits all' approach adopted? 	<p>• Is due account made of the specific needs and experiences of pupils from all religious groups?</p> <ul style="list-style-type: none"> • Or are some excluded or not included?

<p>3. Benefits for the workplace</p>	<ul style="list-style-type: none"> • Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? • Or are reasonable adjustments for disabled staff not made? 	<ul style="list-style-type: none"> • Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? • Or are some excluded? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit, whichever their gender? • Or are there differential impacts, both positive and negative? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? • Or are some excluded or not included?
<p>4. Attitudes, relationships and cohesion</p>	<ul style="list-style-type: none"> • Do our policies promote positive attitudes towards and good relations with disabled people? 	<ul style="list-style-type: none"> • Do our policies promote positive interaction and good relations between different ethnic groups? 	<ul style="list-style-type: none"> • Do our policies promote good relations between women and men? 	<ul style="list-style-type: none"> • Do our policies promote good relationships / respect / tolerance / between all

Appendix 2

Principles and criteria for equality impact assessments (EQUIAs)

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whatever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.