



St. James' C.E. Primary School, Haslingden

SCHOOL EQUALITY POLICY	
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Growing in God's Love, Learning as we go.

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

Equality Policy and Action Plan

1 Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Haslingden St. James' C.E. 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 children in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Children's
- Staff
- Parents/Carers
- The governing body
- Multi-agency staff linked to the school
- 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 St. James', equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to achieve their very best- irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Mission Statement:

To provide a high quality of education for all our children within a Christian environment.

School Vision

Be a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God.

Nurture the talents given by God to inspire Pupils to achieve and succeed.

Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.

Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.

Develop future citizens who cherish the world in which they live and their responsibilities within it.

Foster a sense of awe and wonder of God's world within a curriculum which has a breadth of experience and equality of opportunity for all.

2 School in Context

Haslingden St. James' is situated close to the centre of Haslingden. It is a distinctly Christian school which serves the surrounding community, many of whom practice the Muslim faith.

The school admits children from 3 to 11 years old. It is a smaller than average sized primary school with:

- 161 children on role in the main part of the school and provision for a maximum of 30 part-time children in the nursery class;
- Gender: at present, in YR-6, there are 77 boys and 84 girls, organised into 7 classes;
- 24% of children are known to be eligible for free school meals. Above the Lancashire average of 17%.
- 66% of children are registered as having English as an Additional Language.

Ethnicity: Our school population is currently:

- 68% of pupils are of Asian heritage;
- 43% Bangladeshi;
- 25% Pakistani;

- 22% white British;
- 10% white Asian or any other background;

Disability:

- At present we have 1 child requiring oxygen in school.

Special Educational Needs:

- 13% of children on our school SEN register.
- 1 child with an Educational Health Care Plan.
- 2 children undergoing Statutory Assessment

Children Looked After:

- 4 children looked after.

Teaching staff comprises of:

- 8 full-time teachers and 2 part-time staff.
- 5 are female and 3 are male.

Classroom support staff comprises of:

- 6 full-time and 2 part-time staff, 3 of whom are also bi-lingual assistant.
- 7 are female and 1 is male.

The majority of the school building is on one level and can be accessed with ease. There is a ramped entry from the infant playground to the classrooms. Year 4 and 6 are accessed internally by a small set of stairs.

3 Ethos and Atmosphere

Mission Statement: To provide a high quality of education for all our children within a Christian environment.

Children's motto: Growing in God's love, learning as we go.

- At Haslingden St. James' C.E. Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

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

4 Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with children, staff, parents and governors.

5 Monitoring and Review

Haslingden St. James' is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to achieve their very best.

We collect and analyse a range of equality information for our children. We make regular assessments of children's learning and use this information to track their 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 children where the information suggests that progress is not as good as it should/could be. The governing body receives regular updates on children's performance information.

School performance information is compared to national data and local authority data, to ensure that children are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in child performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Haslingden St. James' C.E. Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors. For example: staff and governing body profiles, attendance at training events and staff appraisals.

We respect confidentiality and ensure data is collected and stored securely. We follow the Data Protection Act 1998. It follows that not all the relevant information that a school gathers has to be placed in the public domain. For example, it would not be appropriate to publish information which enables individual pupils or members of staff to be identified. Nor, as a general rule, would it be appropriate to publish information that could be maliciously used to harm a school's reputation.

We have identified the following objectives from the analysis of the data:

- To provide equal opportunities for all learners promoting good progress and outcomes for all
- To promote equality within the learning environment
- To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the headteacher.

Her role is to:

- lead discussions, organise training, update staff in staff meetings, support discussions;
- work with the governing body on matters relating to equality;
- support evaluation activities that moderate the impact and success of this policy.

6 Developing Best Practice

Learning and Teaching

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

- provide equality of access for all children and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- use materials to promote a positive image of and attitude towards disability and disabled people;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for children 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 children's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- ensure that the whole curriculum covers issues of equality and diversity;
- all subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter;

- seek to involve all parents in supporting their child's education;
- provide educational visits and extended learning opportunities that involve all children;
- take account of the performance of all children when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of children;
- identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all children regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All children 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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all children.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all children's learning needs including the more able by carefully assessed and administered programmes of work.
- The school must provide an environment in which all children have equal access to all facilities and resources.
- All children are 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 children.
- Consideration will be given to the physical learning environment - both internal and external, including displays and signage.

Curriculum

At Haslingden St. James', we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- children will have opportunities to explore concepts and issues relating to identity, equality and diversity;
- steps are taken to ensure that all children have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles;
- all children have access to qualifications which recognise attainment and achievement and promote progression.
- we provide a caring, supportive and inclusive Christian family.

Resources and Materials

The provision of good quality resources and materials within Haslingden St. James' is a high priority. When ordering new resources and materials due consideration is given to equality. These resources should:

- reflect the reality of an ethnically, culturally and sexually diverse society;
- reflect a variety of viewpoints;
- show positive images of males and females in society;
- include non-stereotypical images of all groups in a global context;
- be accessible to all members of the school community.

Language

We recognise that it is important at Haslingden St. James' that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes;
- does not offend;
- creates and enhances positive images of particular groups identified at the beginning of this document;
- creates the conditions for all people to develop their self-esteem;

- uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

At Haslingden St. James', we undertake to make appropriate provision for all English as an Additional Language (EAL) and bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- children for whom English is an additional language;
- children who are new to the United Kingdom;
- Gypsy, Roma and Traveller children;
- advanced bi-lingual learners;

Bilingual children are encouraged to use their first language for learning.

Please also see our English as an Additional Language policy.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker children.

- 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, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of children 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 children's access to a balance of male and female staff at all key stages where possible;
- we encourage the career development and aspirations of all school staff;
- it is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children;
- access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in school.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their very best.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties.
- Members of the local community are encouraged to join in school activities e.g. fairs.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

7 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

8 Commissioning and Procurement

Haslingden St. James' C.E. Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on children, staff, parents and carers from the different groups that make up our school. If needed an action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10 Publicising the Policy and Plan

This policy will be made available on our school website or can be accessed on request from the school office. A copy is available to staff in the policies file located in the staffroom and teacher's documents on the school server.

11 Annual Review of Progress

Progress and performance with regard to equality covering ethnicity, disability and gender will be reported annually. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

12 Equality Impact Analysis

The senior leadership team (SLT) will be responsible for the equality impact analysis (EIAs). They will predict and assess what the implications of this policy has for school in respect of everyone.

EIAs are a way in which the SLT can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Appendix 1

Specific duties - Information and objectives

Summary:

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The **information** has to be **updated annually** and this annual updating is expected to include an indication of progress on achieving the objectives. **Objectives have to be prepared and published every four years.**

Two guiding principles:

An important principle underlying how schools respond to the specific duties is **proportionality**. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is **flexibility**. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Setting objectives:

Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information?

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11 <http://www.insted.co.uk/equalities.html>

Appendix 2 - for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment - what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected

characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their

birth sex. Gender reassignment is the process a transgender person goes through to change sex.