

ST HELENS PRIMARY SINGLE EQUALITIES POLICY

September 2015



Approved: J.Lamb Chair of Governors

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1 Document Information

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through 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 Helens Primary, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the headteacher, the governing body with support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

4 Policy commitments

4.1 Promoting equality: Curriculum

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

- Curriculum planning reflects a commitment to equality, including augmentative provision;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality

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- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
 - Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views, and where we can we take action;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: 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 linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;

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- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.

5 Responsibility for the policy

At St Helens Primary School, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility 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; and that equality objectives are easily identifiable (please see Action Plan – section 6 page 10);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups

that make up St Helens Primary School. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.

6 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	All staff and governors are aware of the Single Equality Scheme and have awareness of their responsibilities.	All school stakeholders will be aware of their responsibilities to promote Equality.	Raise awareness of Single Equality Scheme at: Induction Staff Meetings Governor Meetings Training updated	H.T E&D Consultant	October 2015 May 2016
2	Increase the number of positive male role models in school.	Children will benefit from increased male role models in a predominantly female school community, giving them a more realistic view of the world.	Encourage opportunities for male role models through: After School Clubs Visitors in assembly Visits to local businesses through BBA Sports Coaches Recruitment (if possible)	H.T and staff	December 2015 May 2015
3.	Monitor rewards given to ensure there is equality of provision for all children. Monitor sanctions given to ensure that there is equality of opportunity for all children.	All children will have equal opportunity to earn rewards, particularly quiet compliant pupils who may be overlooked. Sanctions are used appropriately as set out in the Behaviour Policy and no group is adversely targeted.	List of names in Golden Book Monitor Housepoints, Dojos, Merits to ensure equal opportunity. Monitor 'Stage Letters' home in order to improve consistency. Investigate thoroughly before giving pupil a sanction, especially with those pupils with a reputation for lapses in behaviour.	H.T with all staff.	Termly

№	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:-</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1) The new curriculum prepares pupils for life in a diverse society. 2) There will be opportunities in the curriculum to explore concepts and issues related to identity and equality; 3) The promotion of attitudes and values that challenge discriminatory behaviour and language; 4) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles 	<p>Continuity and planning that reflects diversity across the curriculum, improving awareness for young people of the diversity of the Island, the UK and globally</p> <p>Raised awareness of cultural diversity</p>	<p>Curriculum will be monitored on a regular basis in line with new Government proposals.</p> <p>Audit of school displays and resources</p>	<p>HT and Subject Leaders</p>	<p>Pupils have experienced this and developed further understanding through PSHE, KS2 assemblies using SEAL materials and Circle time.</p> <p>November 2015 May 2016</p>

ID	Objective	Success criteria	Activity	Lead	Progress milestones
5	<p>Promoting equality:- Achievement</p> <ol style="list-style-type: none"> 1. implementation of strategies and interventions that narrow the gaps in achievement 2. Improvements in achievement levels for pupils with SEN and SEND 	<p>Improved outcomes for all groups in all KS areas</p> <p>Improved awareness of the vulnerable groups within our schools to ensure that interventions are effective</p>	<p>Use of Pupil Premium to effectively provide the opportunities to raise achievement levels at each KS. Increase accountability through PPMs.</p> <p>Effective use of data to track vulnerable pupils in order to challenge under achievement and narrow the gaps in attainment</p> <p>Review SEN procedures with staff to ensure that relevant data and information is used to ensure progress. Increase teacher accountability by reviewing the role of the SENCO</p>	HT	<p>FSM/ SEN/LAC pupils are monitored to ensure those who are most vulnerable in our care make most progress.</p> <p>The outcomes of interventions with these pupils are measured regularly to ensure their effectiveness.</p>
6	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice (through school council activities) 2. Promotion of a welcoming openness and tolerance by both staff and pupils 3. Provision is made to provide the cultural, social, moral and spiritual needs of all pupils 	<p>Good relationships are evident in the school and pupils demonstrate tolerance and acceptance</p> <p>Welcoming ethos of the school is evident on entry and around the school</p> <p>Pupils are prepared for living in a diverse community</p>	<p>Active opportunities for discussing diversity, literacy sessions, PHSE, SEAL , RE and school council meetings</p> <p>Audit of school display boards</p> <ul style="list-style-type: none"> - Planning assemblies - Classroom based and off-site activities 	HT	<p>This is ongoing and takes place regularly across the school. Next steps will include partnerships with other local schools.</p> <p>Reviewed and updated in the school term.</p> <p>Updating behaviour policy. Ongoing SMSC development across all Key Stages.</p>

№	Objective	Success criteria	Activity	Lead	Progress milestones
7	<p>Promoting equality:- staff recruitment and professional development</p> <ol style="list-style-type: none"> 1. Provision of recruitment and selection training 2. Employment policies and procedures are reviewed and updated on a regular basis 3. Promotion of professional development opportunities 	<p>Safer recruitment practices undertaken by each school</p> <p>Adoption of generic policies and processes across the federation</p> <p>Skilled and motivated staff</p>	<p>Attendance at Safer Recruitment training</p> <p>Promotion of policies to staff once approved by Governors.</p> <p>Identification of training needs via performance management but linked to school priorities</p>	HT	<p>Safer Recruitment Training attended by Headteacher on 11th May 2015</p> <p>Ongoing and monitored by governing body.</p>
8	<p>Promoting equality:- countering and challenging harassment and bullying</p> <ol style="list-style-type: none"> 1. Promotion of acceptable behaviour policies and guidance 2. Reporting of diversity incidents to the local authority and governing body 	<p>Policy is known to all stakeholders and practice is consistent across the school.</p> <p>Zero report to the LA</p>	<p>Review of existing Behaviour Policy, consultation with stakeholders. Following approval promotion to raise awareness to staff, parents/carers and pupils</p> <p>Refreshing the staff on the procedures for reporting</p>	HT LA Lead E&D	<p>Reviewed for formal adoption by governors.</p> <p>In place and reported regularly.</p>

ID	Objective	Success criteria	Activity	Lead	Progress milestones
9	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <ol style="list-style-type: none"> 1. Encourage members of the local community to join in school activities and celebrations 2. Review communication to parents to ensure that views are heard and acted upon. 3. Ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome 	<p>Participation in the project by all those who live in the community</p> <p>Engagement of parents</p> <p>All those choosing to access the federation are made to feel welcome</p>	<p>Canvas parents opinions about methods of communication.</p> <p>Encourage locals from all groups to attend: Plays, concerts, church services. Harvest, Christmas and Easter.</p> <p>Take children out into the community for visits.</p> <p>Questionnaire, drop in sessions.</p> <p>Auditing the building, communications, policies and staff training to ensure that we understand how to meet pupils needs in order for everyone to flourish.</p>	HT	<p>Visits to local businesses arranged through BBA.</p> <p>Regular parents evenings, newsletters and H.T open door policy to improve two way communication and information sharing.</p>

7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- HSE Policy
- HT reports to governors
- Terms of reference for Governors committees
- School Development Plan
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8 Appendix

8.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• SAR	School Action Research
• SEF	School Evaluation Framework
• SIF	School Improvement Facilitator
• RAP	Raising Attainment Plan
• FSM	Free School Meals
• EAL	English as an Additional Language
• SDP	School Development Plan