

West End Primary School Single Equality Policy and Action Plan

This Single Equality policy outlines the commitment of the staff, pupils and governors of West End 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, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- 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.

West End Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Every time a visitor enters our building they say they can feel the warmth of welcome and that our School has a special, inclusive and friendly atmosphere. Indeed, Ofsted judged our care and guidance as outstanding and we have achieved the Race Equality Mark

The School in Context from census 2018

- We have 102 boys on roll and 92 girls
- 172 children are white British, 19 children are white with other backgrounds 1 child is traveller with Irish heritage , 3 children with white black African heritage, 2 children with Asian background and 2 children with Chinese background
- The staff and governing body are white/British with one Governor of Polish origin.

- We have 20 children with EAL
- No children in School currently have disabilities
- No staff or governors in School currently have disabilities

Ethos and Atmosphere

At West End 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 our 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 pupils are encouraged to greet visitors to our 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 assemblies, classroom based and externally based activities

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:

- *Parents – via the School website, then consultation after viewing*
- *Staff – Staff meetings*
- *Governors – Governors meeting*
- *Children – School Council and assemblies*

Monitoring and Review

West End Primary School 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 fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students. Listed below are some of the systems we use:

- Trend monitoring and action planning as a consequence
- Lancashire Schools Information Profile used to track achievement and attainment of groups of children and individuals
- Raise Online used to track achievement and attainment of groups of children and individuals
- Fischer Family Trust used to track achievement and attainment of groups of children and individuals
- Detailed action plans and individual educational plans written in response to the analysis of the data to ensure that ALL groups of children make expected or more than expected progress and reach their own true potential.

We also make our own regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. We use a provision list as part of the schools nurture and support role updated by the Learning Mentors.

Once again, 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. As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

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

Our monitoring activities enable us to identify any differences in pupil 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.

West End 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. West End collects information on staff in post, and applicants for employment, training

and promotion in order to identify potentially discriminatory practice. We analyse by gender, age, ethnicity, disability, marital status amongst other criteria as part of the County procedures.

We collect and analyse a range of profile information for our staff and governors. Applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews. All personal information is treated as confidential, and is only accessed by the appointed interview panels, Headteacher and School Administrator. All records are kept in a secure location where only the Headteacher and School Administrator have access.

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 at West End Primary School is the Headteacher

Their 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

Developing Best Practice

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:

- Provide equality of access for all pupils 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 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 pupil'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 pupil groups
- 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 and training that support staff development

Learning Environment

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

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

Curriculum

At West End Primary School, 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
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within West End Primary School is a high priority.

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 school community
- When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

Language

We recognise that it is important at West End Primary School 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 our 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

We undertake at West End Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom (part of EINA initiative)
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

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 pupils. 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 pupils/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 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 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 pupils
- 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, particular 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 qualification 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 pupils to achieve their potential.
- 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 allstakeholders 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

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 and staff 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

The Measurement of Impact of the Policy

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

Publicising the Policy and Plan

Our Single Equalities Policy is a public document and is made available to all stakeholders through our School Website: www.westend.lancs.sch.uk. The policy is made reference to in the School prospectus and hard copies are available in School. The Single Equalities policy also forms a significant part of the School's induction process and staff handbooks.

Annual Review of Progress

The school will report annually on our progress and performance in respect of your the covering ethnicity, disability and gender and also reports annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. 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. This policy has a life span of three years and therefore we will review and revise this scheme as part of a three year cycle. However, the contextual content is renewed annually.

SINGLE EQUALITIES ACTION PLAN 2018 to 2020

Aspect	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will Monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Promoting positive attitudes	To further develop the children's understanding of equality in order to encourage empathy.	Theme of assemblies for one half term. Values initiative	Staff to assess in PSHE lessons	Once a week for one half term	Headteacher/ Teachers	Sept 2018	
Physical Access/Equality	Disabled access to all areas of school	Ensure all doorways provided with ramps and suitable access arrangements	Feedback from users.	Annually	Headteacher/ H and S committee	July 2018	
Promoting positive attitudes	Empathy – reading books	Purchase books for the Library and Home Reading Scheme that promote empathy.	Literacy SL to monitor	Annually	Headteacher/ Literacy SL	September 2019	
Aspect	Issue being addressed	Action to be taken	How will the impact of the action be	How often will Monitoring take place?	Who will be responsible for implementing	Start date	Completion date

			monitored?		the action?		
Gender Equality	Gender issues in writing	Ensure boys progress at the same rate as girls in writing throughout the School	SATs data	Annually	Headteacher/ Literacy SL	September 2018	
EAL	EAL issues in Literacy	Ensure progress in Literacy remains equal to English speaking peers.	EAL tracking Data Tracking Data	Annually	EAL SL Literacy SL	Autumn Assessment dates and at each Termly assessment stage.	