

Aughton Town Green Primary School
Equalities Policy

1 Statement of Principles

This document demonstrates the school's commitment to the Single Equalities Policy.

The policy outlines the commitment of the staff, pupils and governors of the 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.

At this 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.

This links clearly to the school's agreed Mission Statement :

"At Aughton Town Green we believe that all children are entitled to a curriculum that enables them to achieve the highest levels within their capability; that develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourage purpose, self-discipline, independence and community responsibility in a caring and secure learning environment."

This commitment is recognised by outside agencies e.g. the last Ofsted Inspection (March 2019) :

'Parents of pupils with special educational needs and/or disabilities (SEND) appreciate the care and support that their children receive from you and your staff. Parents commented on the extremely positive atmosphere in school. They commented confidently that should they have any concerns, they are dealt with swiftly by you and your staff. As a result, they feel valued and listened to. Parents particularly welcome the advice and guidance given following recent concerns in the media about e-safety.

Pupils' behaviour and attitudes to learning are exemplary. They are extremely polite and well mannered. They care about each other and are proud of their school. Older pupils take their responsibilities seriously as members of committees, buddy readers and role models for younger pupils. They appreciate the wide range of clubs on offer, including sports clubs and a book club. Pupils also enjoy learning to play a brass instrument. Pupils say that teachers make learning fun and interesting.'

2. School in Context

Town Green is a community primary school situated on the edge of the large village of Aughton, near Ormskirk, Lancashire. The village is comprised mostly of private housing estates plus a local authority estate which is near to the school. Currently, 60% of the children live in Aughton within 1 kilometre of the school; the balance comes from surrounding areas.

Other important contexts include:

- Larger than average school.
- Higher proportion of boys - 54.5%.
- Ethnicity / EAL proportions remain low.
- Percentage of children with SEN is currently 5.8% (Lancs average is 12.2%).
- There is currently one child in school with an EHC Plan.
- EAL percentage low = 2.2% (Nat average is 20%).
- Inward mobility last year 15.2% is greater than outward mobility 4.5%!
- School absence rates are low. 3.6%, Lancs 3.7% & Nat 4.0%.

Indicators place the school as one of the least deprived in the county. Overall Multiple Deprivation Index = B (one of least deprived). However, 'Health' falls at the 56th percentile = C as does housing at 45th percentile C.

3. Ethos and Atmosphere

At this 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, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils 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.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

4. Policy Development

This policy applies to the whole school community. It links together previous policies related to equal opportunities :

- Inclusion
- SEN
- Race Equality
- Pay
- Disability

5. Monitoring and Review

This 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:

- attendance data,
- any exclusions,
- involvement with extended learning opportunities,
- any complaints of bullying or harassment,
- racist incidents.

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 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.

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.

This 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 local community in order to respect and respond to the diverse needs of our population. The school will hold information on staff in post and collect information on applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

Confidentiality will be observed at all times.

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, supported by the senior leadership team..

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

6. Developing Best Practice

Teaching and Learning

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 pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.

To ensure this the whole curriculum will clearly cover issues of equality and diversity :

- All subjects, 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 meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.

The school will provide 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 pupils. Consideration will be given to the physical learning environment - both internal and external - including displays and signage.

Curriculum

At Town Green 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
- For all pupils we will recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within 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 the school community

Language

We recognise that it is important 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 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 to make appropriate provision for all EAL / bi-lingual children or groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children

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.

All pupils/staff/parents/carers are given support, as appropriate, should 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 would 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. Equal access to opportunities to professional development is part of this policy.

Staff Recruitment

All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure good practice through the recruitment and selection process. Equalities policies and practices are covered in 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.

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.
- Members of the local community are encouraged to join in school activities

7 Roles and Responsibilities

The school's **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.

The **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.

All will take steps to ensure all visitors to the school adhere to our commitment to equality.

8 Commissioning and Procurement

The school will look to ensure that we buy services from organisations that comply with equality legislation. This would 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 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.

10 Publicising the Policy and Plan

This Policy is a public document available to any interested stakeholder.

The Policy is available on the school website. It is available, from the school, as a paper copy on request.

11 Annual Review of Progress

There is a legal requirement to report annually on:

- progress and performance in respect of this policy covering ethnicity, disability and gender.
- 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 report will be presented to governors.

This policy has a life span of three years within which it will be reviewed and revised.

12 Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we 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 – Equality Legislation Guidance

Race

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

The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001.

It covers pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities.

The general duty is to :

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

The Specific duties are :

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years.
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Schools 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

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).

The general duty is to :

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people

- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

The specific duties are :

- From December 2007 primary schools, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme

This includes how disabled people have been involved in its preparation and the arrangements for gathering information on the effect of the school's policies on:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and the achievements of disabled pupils
- the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school takes to meet the general duty
- the arrangements for using information to support the review of the policies and to inform subsequent schemes.

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).

Sex refers to biological status as male or female.

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 lesbophobia and biphobia are also coming into use.

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).

The general duty is to :

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

The specific duties are :

- From April 2007, prepare and publish a *Gender Equality Scheme*, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

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 re-assignment* is the process a transgender person goes through to change sex.