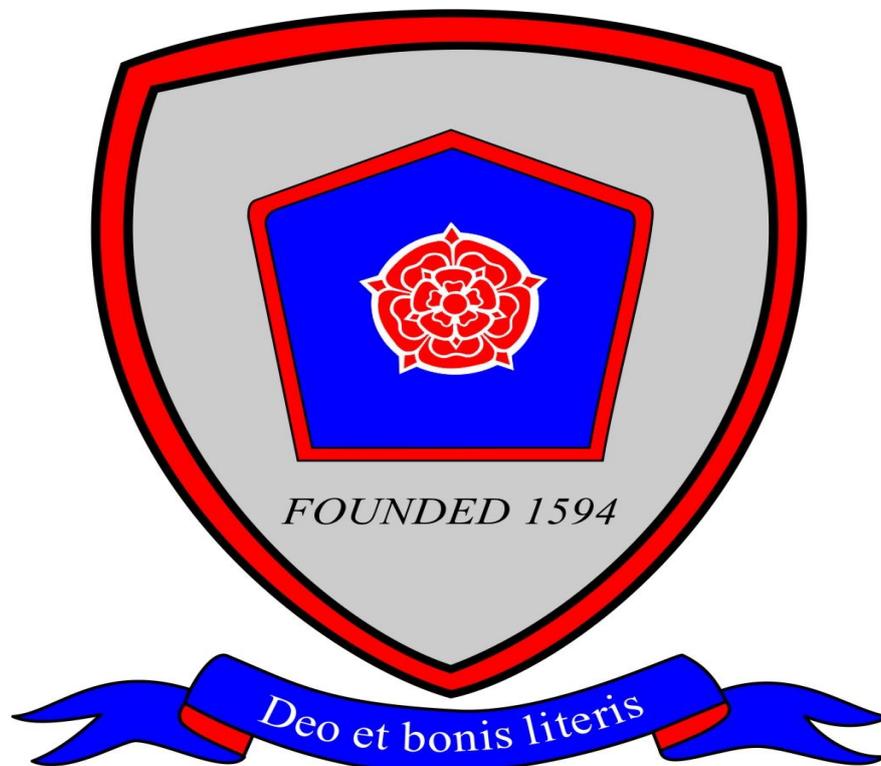


Archbishop Hutton's V.C. Primary School

Single Equalities Policy



For God and sound learning

Archbishop Hutton's V.C. Primary School

Single Equalities Policy

Date approved: 26/04/17

Next Review: April 2020

Signed: M. Jackson (Chair of Governors, Mrs. M. Jackson) Date: 26/04/17

Signed: S. Watson (Associate Headteacher, Miss. S. Watson) Date: 26/04/17

SCHOOL MISSION STATEMENT

**“This school welcomes all, whatever your background,
so that you can achieve your God-given potential”**

1. Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Archbishop Hutton's V.C. Primary School to ensure that equality of the 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 at Archbishop Hutton's V.C. Primary School believe that, in order to achieve this, every effort possible must be made to ensure that all individuals within the school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

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 Archbishop Hutton's V.C. 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.

Our school aims:

We aim to develop:

- moral values, self-respect and an appreciation of the spiritual dimension of life
- the academic potential of each pupil
- enquiry and interest in learning
- pupils to respect and value people equally regardless of their differences
- partnerships between school and the home and the local community
- a joy of the value of life and a recognition of their responsibility in maintaining an ordered and caring society

2. School in Context

Archbishop Hutton's V.C. Primary School is a smaller than average primary school. Free school meals entitlement is 5.2%. There are less than average number of children with Special Educational Needs. There is a reasonable gender balance for the school as a whole

Pupils on role by gender -

Boys - 62 Girls – 51

Pupils of role by ethnic group -

White British – 109

Other white - 1

White and Asian – 1

White and African - 2

Pupils on role by their first language -

English - 112

Other- 1

Pupils with Special Educational Needs -

School Support /Early Years Support - 10

School Support Plus / Early Years Support Plus - 0

Statement/EHCP plan - 0

Total number with SEN - 10

3. Ethos and Atmosphere

At Archbishop Hutton's V.C. Primary School, the leadership of the school will demonstrate mutual respect between all members of the school community.

We value diversity, and encourage all members of the school community to do the same.

4. Policy Development

This Policy has been drafted prior to consultation with governors, staff and pupils/learners

5. Monitoring and Review

Archbishop Hutton's V.C. 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:

Quantitative Indicators:

SATs results

Numbers of roll

Attendance

Punctuality

Unauthorised absence

Class size

Stability and staffing

Commitment/Involvement of support staff

Regular visits for Educational Psychologist

School uniform – number of requests for help with uniform

Number of free school meals

Qualitative Indicators

Playground interaction

Learning interaction (peers/adult)

Friendly and caring attitude

All members of the school community valued

Displays of work

Cleanliness of school site

A welcome feel

Accessibility of school staff

Effectiveness of communication system

Teaching styles – formal/progressive/flexible, seating arrangements in classroom

Differentiated work on offer for pupils

Open ended work

Ownership of Equal Opportunities Policy

Pastoral care of pupils

Do all children feel secure?

Perceptions of links with the local community

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.

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.

Archbishop Hutton's V.C. 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.

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 Miss Sarah Watson (Associate 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

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
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders, 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 should place 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 must 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 Archbishop Hutton's V.C. Primary School we aim to make sure that:

- Planning demonstrates a positive attitude towards equality in all subjects.
- Pupils are given high quality opportunities to explore concepts and issues relating identity and equality.
- All pupils can assess the curriculum through careful differentiation and selection of teaching methods.

Resources and Materials:

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for suitability and flexibility. These resources will be assessable to all members of the school community.

When ordering new resources, staff should evaluate them in terms of how they show equality.

Language:

We recognise that it is important at Archbishop Hutton's V.C. 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 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:

We undertake at Archbishop Hutton's V.C. Primary School to make appropriate provision for all EAL/bi-lingual children/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
- 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

Participation of all school personnel is necessary for a successful policy. Staff meetings to discuss equality issues will take place as a means of monitoring/ evaluating the policy.

All staff have responsibility for Equal Opportunities but as co-ordinator the Headteacher will attend courses and report back to staff.

Advisory staff will be called upon for specific advice to lead staff meetings when appropriate. All staff will address equal opportunity issues for their own curriculum area of responsibility and report back.

Staff Recruitment

Archbishop Hutton's V.C. Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. The school acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equality Policy is the foundation for all its activities.

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
- 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 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

8. Commissioning and Procurement

Archbishop Hutton's V.C. 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 the 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

Archbishop Hutton's V.C. Primary School Equality Policy is published on the school website.

11. Annual Review of Progress

This Policy will be reviewed and reported on annually. The report will focus on our performance and progress in relation to ethnicity, disability and gender.

This Policy has a life span of three years and therefore we must be review and revise our scheme as part of a three-year cycle.

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.