



Equality Policy & Statement

Statement of General Aims of the School

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

Our school motto is:

Learning is for Life, Enjoy the Journey!

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all.

We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the "whole child". Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

Equality Statement

Beal Vale Primary School is committed to equality.
In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

The policy outlines the commitment of the staff, pupils and governors of Beal Vale Primary School to ensure that equality of opportunity is available to all members of the school community.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Age
- Disability
- Ethnicity
- Colour or national origin
- Gender
- Gender identity or reassignment
- Their marital or civil partnership status
- Pregnancy or having recently had a baby
- Religious beliefs
- Sexual identity and orientation

We believe that equality 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 Beal Vale 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 other recognised areas of discrimination.

Legislative Framework

We are aware of the current legislative framework. We welcome our duty under the Education and Inspection Act 2006 to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

Aims

At Beal Vale Primary School, we aim to provide an environment and ethos that promotes equality of opportunity for all children, regardless of gender, ability, race, social background or age. To achieve this, we work to make sure that our expectations are fair and do not exclude any pupils from experiences or the chance to reach their full potential. This policy relates to all other policies and there is a strong link between this policy and PSHE & Citizenship. Many of the aims of the policies overlap and reinforce each other.

All children have equal opportunity to access to the curriculum and extra-curricular activities provided by the school. Children with specific difficulties receive a curriculum that is modified to suit their needs but remains broad and balanced. No child is excluded from a school activity because of cost.

School Context

1. The school has data on its composition broken down by year group, ethnicity and gender.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measureable improvements.

Monitoring and Review

Beal Vale 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 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. 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.

Beal Vale 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.

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 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' 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.
- All pupils are treated the same with regard to school rules, behaviour and sanctions.
- 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 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 Beal Vale 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.

Resources and Materials

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

Language

We recognise that it is important at Beal Vale 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).

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 Beal Vale 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

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.
- 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

We follow the Local Education Authority Recruitment, Assessment, Selection and Appointment Policy to ensure our recruitment processes are not discriminatory in a way which would inadvertently or directly exclude potential candidates.

- 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 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

Dealing with issues

Where issues arise it will be dealt with sensitively between the children involved. Sometimes the issue may be addressed in circle time to explore the feelings involved and the resolution to the problem.

Where an issue continues to be a cause for concern the school behaviour policy must be followed and sanctions take place. The school follows the Local Authority guidance on Reporting and Monitoring of Hate Incidents and Bullying.

Roles and Responsibilities

The headteacher will:

Ensure that a school culture and ethos is established, maintained and developed which: celebrates diversity/equality and achievement; promotes high expectations and inclusive approaches towards disabled people and those of different ethnic groups and religions; listens to and involves pupils, parents, carers and staff; communicates behaviour expectations; ensures that it welcomes applications for school places and jobs from all sections of the community; and ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

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 head teacher.

The staff will actively implement the equalities plan, and support the monitoring of impact.

The governing body will:

- Designate a lead governor for equality issues
- Use its power to nominate governors to ensure its composition reflects the community it serves

- Encourage parents and staff from all ethnic groups when recruiting to the governing body
- Apply the principles of best value without discrimination when purchasing goods and services
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life.

If there is a breach of the policy, the school will take appropriate action. This may include the following.

In the case of pupils breaching the policy:

- Staff dealing with the incident will report this to the headteacher.
- The perpetrator will be dealt with in accordance with the behaviour policy.
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of parents, visitors or contractors breaching the policy they will be reminded of the school's commitment to equality and asked to desist, and further incidents may lead to individuals being requested to leave school premises.

Measurement of Impact of the policy

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the EHRC and the local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

Publicising the Policy

The policy will be available for colleagues via the Beal Vale Conference and in the school office.

The policy is also available for viewing on the schools website. Parents will be invited to view the policy on the schools website in a newsletter.

Annual review of Progress

Schools are legally required to report annually on progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the legislation.