

Brindle St James' Church of England Primary School



Single Equality Policy and Action Plan

January 2023

Interim review January 2024

Review January 2026

Single Equality Policy and Action Plan

Introduction

The 'Public Sector Equality Duty' means that schools must adopt a proactive approach to equality. In practice, this requires all schools to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

At Brindle St James' we promote equality across the full range of protected characteristics, namely:

- Disability
- Gender reassignment
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation
- Age
- Pregnancy and maternity
- Being married or in a civil partnership

Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status. The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations.

Our single Equality Policy and action plan covers a three year period. It integrates our statutory duties in relation to eliminating discrimination and harassment in those areas above. This policy

and action plan enables us to achieve a framework for action which covers all the equality strands and that we meet our responsibilities for the public sector duties in an all-inclusive way.

Policy Statement

- The school acknowledges and welcomes diversity among pupils, staff and visitors.
- We do not discriminate against anyone, be they child or adult, on the grounds of their sex, race, age, colour, religion, nationality, ethnicity, national origins, sexual orientation or physical or mental abilities.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all children have equal access to the full range of educational opportunities provided by the school.
- The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.

Statement of Principles

This Single Equality policy outlines the commitment of the staff, pupils and governors of Brindle St. James' 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.

At our 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.

The School in Context

- Brindle St. James' is a small village school with an average of 70 pupils on roll.
- The catchment is a widespread rural area; children travel some distance to attend our good school.
- The school has an intake of 10.
- There are three mixed aged classes: Class 1 (YR/Y1/Y2); Class 2 (Y3/Y4) and Class 3 (Y5/Y6).
- We are a Christian school working closely with our local church – St. James'.
- Our strong links with church, parish and Diocese enrich pupils' religious, spiritual, moral and social education. The school's church links contribute a valuable dimension to our Christian ethos.
- The children come from a mix of socio-economic backgrounds although a significant number of parents are professional people with a graduate education.
- The percentage of pupils known to be eligible for free school meals is significantly below the national average.
- Most parents are in full-time employment and in many families both parents work.
- There are an increasing number of single parent homes although estranged parents still generally keep in touch with school and take an interest in their child's education; attending parent meetings, receiving newsletters and written reports.
- The school and grounds are free from vandalism. The grounds are well-developed with a variety of habitats for wildlife and areas for learning in the outdoors.
- On entry to school about 2/3 of pupils attain broadly in line or above the expectation for their age.
- The percentage of children with special educational needs is below the national average.
- All staff are white British. None of the staff are registered disabled.
- There are approximately equal numbers of boys and girls.
- 94% of the school population are of White British heritage
- There are no pupils in public care.
- 1.4% of pupils have been previously looked after.

Ethos and Atmosphere

- At Brindle St. James' 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, e.g. 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 staff, parents, children and governors.

Monitoring and Review

St James' 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 - see school vision and values.

We collect and analyse a range of equality information for our pupils including:

- Documentation arising for school self-evaluation.
- LSIP and RAISE provide information by ethnicity, disability and gender, Free School Meals (FSM).
- Attainment data
- Analysis contributes to our school development plan.

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 take into account a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- All forms of bullying, such as racism, disability, sexism and homophobia
- 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.

We are 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.

At appointment we collect information via the Lancashire monitoring form which collects data about ethnicity and disability.

Our SIMs system records data about gender, pupil ethnicity, disability and special needs and is regularly updated. Normal conventions and rules relating to confidentiality are observed as not all information gathered in school has to be placed in the public domain. The requirements of the Data Protection Act apply in relation to confidential information held.

See school self-evaluation document for any identified groups from the analysis of data.

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 school is the Headteacher: Tracy Austin

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.
- Use materials and language which promote positive images of males and females in society.
- 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.
- 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 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 St. James' 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 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 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 St. James' 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
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

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 includes 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. As an aided school we ask that teachers have a faith commitment as those roles provide spiritual leadership and promote the foundation of school. Other roles in school are asked to support the Christian ethos.

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 all stakeholders 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.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

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.

Commissioning and Procurement

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

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

This Policy is a public document and is publicised on our school website and included in our induction booklet.

Annual Review of Progress

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. Progress and performance in respect of the policy covering ethnicity, disability and gender is reported annually as well as progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information through the headteacher's report to the governing body. 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.

Equality action plan – January 2023 – January 2026

Objective 1	
To develop training in equal opportunities and non-discrimination.	
Actions	- Teachers to attend training delivered by diversity role models in bullying, prejudice, stereotypes, bias and diversity - The Headteacher and Governors involved in recruitment to attend safer recruitment training or repeat following 3 years, which looks at equal opportunities and non-discrimination. - Training to be provided to teachers in how to deliver worship taking account of this objective. - Subject coordinators for RE and History to attend training specifically looking at diversity in these subjects and feedback to staff.
Review notes	- Jan 2024 – Teachers took part in the training and it has allowed them to reflect of their curriculum areas. - Safer recruitment training up to date. - Tracy delivered in house training on how Picture News can be used to focus on the protected characteristics.

Objective 2	
To develop our curriculum to provide representations of all protected characteristics.	
Actions	- Books to be purchased from the diversity role model reading list and to be added to the school library. - All subject leaders to audit their subject for inclusivity and make appropriate changes e.g. are all characteristics represented in the people and cultures we study. - Class teachers to consider when planning that they do not stereotype and provide an inclusive experience e.g. a variety of pictures of a country, different ethnicities of religious people etc. - For class texts to be reviewed making sure there is diverse representation in our core text. - Subject leaders in RE, PSHE and History trained in diversity/ inclusivity and share this training and their expectations with staff in school.
Review notes	- Jan 2024 update - School entered a competition (Dec 2023) and were awarded a selection of diversity books for all key stages. These have been added to our library with a special label so that they are easy to locate. - Teacher plans now carefully consider the range of the people who are selected as a foci.