



Burscough Village

Primary School

Equality Policy

Date policy last reviewed: April 2023

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our behaviour management promotes that everyone in our school has the right to learn, be respected and be safe. This encompasses all the aspects of equality.

Our philosophy 'Striving for the future' is at the heart of everything we do, providing the children with the vital skills, knowledge and experiences that they need to become well-rounded individuals now and in adult life. Following discussions with stakeholders, we have created six personal key drivers that underpin the learning and experiences we provide for our school community.

Curriculum Key drivers

Achieve

We want our children to achieve the best they possibly can. We have high standards and aim to instill a positive 'can do' attitude in all pupils to allow them to thrive. We are pleased that our 2022 Year 6 SATS results demonstrate excellence in our education setting.

Pupil Voice

We listen to our pupils. They love real life experiences, trips and welcoming visitors to learn first-hand. The children voice their opinions, and we tailor the learning, events and school environment to their interests and aspirations wherever possible.

Community

Our school is in the heart of the community. We enjoy using the local community to gain resources and provide experiences to enhance the learning opportunities for the children. We teach the pupils about who lives in their diverse community, so they learn to respect everyone. Diversity means celebrating differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion. We are also proud to hire our facilities to local people for a range of reasons.

Nurture

Our children are truly nurtured in every aspect of school life. The staff know the children individually as people as well as academically and are therefore able to meet the needs of each child. The children learn about how to look after themselves, lead healthy lifestyles and care for people around them. Visitors who come to our school always say, 'It has a lovely feel and energy.'

Growth Mindset

We encourage children, staff and parents to have a growth mind-set and this continued learning creates a rich exciting atmosphere and environment for everyone. If faced with a challenge, the children say, "I can't do it, yet!"

Environment

The children adore exploring the outdoors at every opportunity. We have amazing school grounds, and we use this space to enhance learning whenever possible. The school community is passionate about the environment we live in, and we teach the children to care about the environment and look after our planet. We are committed to 'Let's go zero, 2030', a project for schools to become carbon neutral by 2030.

Others' views

Pupils at Burscough Village Primary School feel that they are valued members of the school, they feel safe in and around school and feel that adults treat them fairly. (Pupil Attitude Questionnaire)

The Ofsted report, Feb 2019, highlights that, 'Leaders recognise the differences that each pupil brings to the school. Their efforts to promote pupils' personal development and welfare are good.' 'Pupils are considerate of one another, and the curriculum prepares pupils well for life in modern Britain.

School in Context

Currently, we have 221 students in our school for children aged 2 -11. 112 of those are boys and 109 are girls.

We have 36 children on our Special Educational Needs Register. These children have Individual Support Plans, and three children has an Educational Health Care Plan. 8 children have a known disability.

We have 25 pupil premium children; 25 children access Free School Meals. The school has 2 looked after/in care students and 4 children previously looked after children.

Our school community is made up of predominantly White British children (93%). We have 15 (7%) students who identify with a different ethnicity. These include another mixed background, any other Asian background, white and Black African and any other mixed white background.

The majority of the children in school speak English as their first language, however, we have one child from Bulgaria to join our school community who speak Bulgarian. There is one other child who speaks Portuguese as a first language at home.

We are a community school and teach children about a range of religions and cultures. We have families who follow Christianity, Buddhism, Judaism and Jehovah's Witnesses.

We have 27 staff members (96.2% female and 3.7% male). All staff at the school are in the same ethnic group (White-British). There are no staff that have a disability.

We have 8 Governors. (62.5% are male and 37.5% female.) 1 governor has a disability.

The school building is on one level and has facilities for both pupils and visitors who have a physical disability to access toilets. Main entrances and exits are wheelchair accessible.

Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Michael Nolan. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues
- The headteacher will:
 - Promote knowledge and understanding of the equality objectives amongst staff and pupils
 - Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All 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 with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We have a parental equality group and a child ambassador group who meet regularly to review policies and practices at school.

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

Eliminating discrimination

At Burscough Village Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising the Policy and Plan

We will publicise our Policy on the school website, through staff emails/meetings, parent newsletters, Facebook Page, induction booklets, share with visitors, distribute to local community and voluntary groups.

Equality Objectives

- 1) Improve pupils' personal development further by enabling pupils to develop a deeper **understanding** of different religions and cultures. (Ofsted Link)
- 2) Evaluate, review, and enhance our **curriculum** ensuring it is fully inclusive and reflects the diversity of the world we live in.
- 3) Audit current **resources**, materials and the learning environment in school to represent a range of religions, cultures, disabilities, ages, genders, marriages and civil partnerships and sexual orientations.
- 4) Gain the Lancashire Equality Mark, over a three-year period, working on achieving the following equality strands.
 - Religion and belief, and Disability – 2022-2023
 - Socio-economic and Gender and trans -2023-2024
 - Sexual orientation and Race -2024-2025

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.