



# **Catforth Primary School**

## **Single Equalities Policy**



### **Background**

From April 2012 schools have had a specific duty to publish both information and objectives. The primary purpose of The Equality Act is to bring together existing equalities legislation. Primarily these are the Equal Pay Act (1970), The Race Relations Act (1976/2000), the Disability Discrimination Act (1995) and builds upon the 2006 Equality Act. The 2010 Act imposes equality duties in respect of a number of protected characteristics.

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

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 characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it was before. Additionally, requirements that have in the past been seen as good practice are now enforceable by law. For example, the law now requires that, as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

All schools should review current policies in light of the Equality Act and the Public Sector Equality Duty. Schools' provision of the act prohibits schools from discriminating against, harassing or victimizing:

- Prospective pupils
- Pupils at school
- In some limited circumstances, former pupils

NOTE – Age and being married or in a civil partnership are NOT protected characteristics for the schools' provision. Schools have responsibilities as employers and ALL the protected characteristics need to be taken into account. It is THE GOVERNING BODY of Catforth Primary School that is liable for any breaches of the Equality Act.

This document provides policy and procedures that will ensure that school fulfils its obligations and is intended to replace the following Policies:

Race Equality Policy and Action Plan

Disability Equality Scheme and Action Plan (including Accessibility Plan)

Gender Equality Scheme and Action Plan

Equal Opportunities Policy – including Sexual Orientation, Age, Religion or belief

## **A strategy for promoting community relations**

It is important that the policy protects the confidentiality of individuals and, whilst there is a statutory duty to share information about the policy, care must be taken when publishing data and statistics to ensure that information cannot be used to identify individuals.

### **1. Statement of Principles.**

At Catforth Primary School, we are committed to ensuring the equality of education and opportunity for all pupils, staff, governors, visitors, students, parents and carers receiving services from the school, irrespective of race, gender, disability, sexual orientation, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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. The achievement of pupils will be monitored and analysed by race, gender, free school meals and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Catforth Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **2. School in Context.**

Catforth Primary school is a happy, vibrant and successful community school offering early years and primary education to children aged 3-11 years.

The school was opened in 1875 and has subsequently been extended and modernised. It is situated in the rural village of Catforth, 7 miles from Preston town centre and 3 miles from the M6/M55 junction at Broughton. The neighbouring villages of Inskip and Woodplumpton are both only 2 miles away and we are also only 10 minutes drive from Lea, Ashton and Ingol.

We currently have 68 children on roll and a maximum Reception intake of 10 children each year, although we have increased this to 12 temporarily this year due to high birth rates in the area. We have also extended our age range this year and are now able to take 3-year old children in their pre-school year.

Our children come from a broad range of backgrounds, including those from the village and those who travel in from other areas of Preston. The vast majority of our children are of White British heritage and we also have some children of Asian heritage. The percentage of pupils on free school meals is low, at 3% as is our percentage of pupils with SEND, at 7%.

On entry, the profile of our pupils is that they begin school with skills generally in line with those expected for their age, although this can fluctuate from year to year. We have a number of pupils with known disabilities – as documented on the SEN register. School is physically accessible and the accessibility plan was drawn up by a team involving parents and governors. Children in Care are well looked after in school and (whilst the ‘group’ is too small to have meaningful data analysis) make good progress. Carers are welcomed into school and we have an open relationship with all groups of parents and carers.

### **3. Ethos and Atmosphere.**

At Catforth Primary School, the leadership of the school community demonstrate mutual respect between all members of the school community.

There is an openness of atmosphere which welcomes EVERYONE to the school. All members of our school community will challenge any type of discriminatory or bullying behaviour, eg 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 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.

### **4. Policy Development.**

This policy applies to the whole of the school community. It has been drawn up by the school’s leadership team and a draft version consulted upon thereafter.

### **5. Monitoring and Review.**

Catforth Primary School is a fully inclusive school, working towards greater equality in the whole school community. We use a creative curriculum and a range of teaching strategies to enhance the self-esteem of all those that we serve and to provide a learning environment in which every individual is encouraged to reach their potential.

We collect and analyse a range of equality information for our pupils, including academic performance of a wide range of groups, such as FSM/Pupil Premium, Boys, Girls, summer born children, children with SEND, More Able.

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. The governing body receives regular updates on pupil performance information at meetings of the Standards and Effectiveness Committee twice a term and our termly Full Governing Body meetings.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to other schools, and to all 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, disabilism, 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.

Catforth Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriate qualified workforce who share our aims and vision and that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. When recruiting staff, we collect data in terms of race, disability and gender, this information is confidential and would follow procedures set out in our data protection policy.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the School Improvement Plan is the Headteacher. Their role is to:

- Lead discussions, organise training, update staff, facilitate and 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 every pupil with the opportunity to succeed, and to aim for – and reach – the highest possible 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 culturally and socially diverse society
- Use materials that reflect a range of diversity of families within the school, without stereotyping (and challenging stereotypes as the need arises)
- Use materials that present a positive image of, and attitudes towards disability and disabled people
- Promote attitudes and values that challenge discriminatory behaviour
- Provide opportunities for pupils to value their own culture and religions, whilst celebrating the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions (using first-hand experience wherever possible)

- 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) to 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 visitors (extended learning opportunities) that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging, yet realistic, targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify training and resources that support staff development.

### ***Learning Environment***

In our school, there is a consistently high expectation of all pupils, regardless of gender, ethnicity, disability, religion or belief, sexual orientation, age or ANY OTHER recognised form of discrimination. All pupils are encouraged to improve on their own achievements and not to measure their achievements against the achievements of others. Parents are also encouraged to recognise progress and achievement in the same light.

- Teacher enthusiasm is a vital factor in achieving high levels of motivation and consequently good progress from all pupils
- Adults in the school provide positive role models in their approach to all issues relating to equality of opportunity
- School places a very high priority on the provision for Special Educational Needs and disability. We will meet ALL pupils learning needs through carefully planned programmes of work based upon assessment of prior learning
- School provides an environment in which pupils have equal access to all facilities and resources
- A range of teaching methods are used to ensure that effective teaching 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 Catforth Primary School, we aim to ensure that:

- Planning in all year groups reflects our commitment to equality in all subject areas, and through a wide range of cross-curricular themes that promote positive attitudes towards equality and diversity
- Pupils are able to explore a wide range of concepts and issues pertaining 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 are able to access assessments which recognise progress and achievement, and promote progression.

## ***Resources and Materials***

The provision of good quality resources and materials within Catforth Primary School is of a high priority. When planning purchases, staff take into account whether or not the resources being bought reflect equality. 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 Catforth Primary School that ALL members of the school community use appropriate language which:

- Does not transmit or reinforce 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 reference to particular groups or individuals
- Provides challenges in instances where this is not the case.

## **7. Roles and Responsibilities.**

- Our governing body will ensure that school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of this policy, and to 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 the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate 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 to 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.**

Catforth Primary School will take steps to ensure that we buy services from organisations that comply with equality legislation. This will be a significant deciding 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 appropriate times within a set timescale.

## **10. Publicising the Policy and Plan.**

The Policy is a public document which will be made available on the school website and/or paper copy from the school office.

We will also signpost this information on our School Newsletter so that all members of the school community are aware that the document exists and are able to access it easily.

## **11. Annual Review of Progress.**

It is our intention to publish an annual report with regard to our performance and progress in respect of this policy, which will cover all relevant aspects of all strands of equality. We will use Lancashire County Councils framework for equalities to assess the impact of this policy and make changes as appropriate. Taking this equality approach, we will incorporate all requirements into a single annual report which meets the requirements of new legislation. The policy will be reviewed annually within this framework.

## **12. Equality Impact Analysis.**

EIAs are now required for disability, gender and race. Best practice would indicate that consideration should be given to age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse our work to ensure that it meets the needs of all our service users and that no group is disadvantaged or cannot access our services. When undertaking monitoring of assessments as outlined above (*Sect. 5. Monitoring and Review*), we verify that attainment and progress of pupils in a 'group' are in line with data for their cohort. If it is not, we analyse the reasons why and put measures in place to address the inequality.