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Single Equality Policy and Action Plan

1 Statement of Principles

This Single Equalities Policy outlines the commitment of the staff, pupils and governors of Kirkham and Wesham 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 Kirkham and Wesham 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.

This is emphasised in both the School Aims and Mission Statement:

'At Kirkham and Wesham Primary School we aim to create an environment that promotes equal opportunities and is based on mutual respect, valuing the contribution made by all staff and pupils.'

Our commitment to Equal Opportunities for all was reflected in many comments in our last OFSTED inspection including:

'Pupils are very respectful of each other and have a very good understanding of the need to welcome all newcomers including those with a different ethnic or religious background.'

'The school works very effectively to ensure that all pupils, regardless of their ethnic or religious background are welcomed into the school. There is no room for discrimination at Kirkham and Wesham.'

As a commitment to Equal Opportunities we applied for and successfully achieved the Race Equality mark. We also take regular opportunities to discuss equality and issues regarding this in assemblies and curricular activities.

2 School in Context

We currently have 205 pupils on roll 101 boys and 104 girls. 180 have English as their first language and 25 (12%) have a first language other than English. The language spoken is predominantly Latvian or Russian (11%). Some classes have larger percentages of EAL than others – ranges from 3% to 23%.

The majority of children are White British, 84% with the other 16% comprising a range of ethnic groups including Indian, White and Asian, White and Black African, Refused and other white background (11%).

We are the only non-church school in the local area and therefore are often the first choice for parents of other religions. 4 % of our children are Jehovah's Witnesses.

We currently have 2 pupils diagnosed with ASD on role and 2 with severe ADHD. There are 3 children with EHC plans.

At this present time there are no permanent members of staff or Governors from an ethnic minority group.

No members of staff or Governors have a disability.

As part of our previous Accessibility Plan we put in place a ramp on the entrance to school, put in a successful bid for a disabled toilet which is in place and altered internal doors to ensure they are wide enough for wheel chairs to pass through. Although our school is over a century old and therefore corridors aren't wide, we do have a number of pupils from Pear Tree a local specialist school who visit us on a weekly basis in their wheelchairs and they have no difficulty with access.

We currently have a number of families who have had support through a child in need plan and the CAF process. We do also have a number of families who find aspects of parenting difficult and who require support with this.

3 Ethos and Atmosphere

At Kirkham and Wesham Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community. We endeavour to create an *openness* of atmosphere which welcomes everyone to the school. This welcoming ethos is commented on by visitors' to the school on a regular basis. All pupils are encouraged to greet visitors to the school with friendliness and respect

All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

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

During recent years we have seen an increasing number of Latvian/Russian children in school. 15% of pupils are EAL. We have put a number of strategies in place to ensure their needs are met including:

- *Weekly newsletters translated into Russian*
- *Interpreters used at parents meetings as required*
- *Parental training courses provided*
- *Buying into specialist teaching when a pupil joins the school later than Reception*
- *Regular training for staff*
- *Enabling Russian TAs/parents to host a weekly Russian club for pupils in the local area.*

4 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 pupils, staff, Governors and parents.

5 Monitoring and Review

Kirkham and Wesham 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 including attainment data, attendance data, involvement with extended learning opportunities for our pupils/students by ethnicity, disability, FSM and gender.

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, 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.

Kirkham and Wesham 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.

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 Headteacher and Governors.

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

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 and where appropriate promote and celebrate the contribution of different cultures to the subject
- 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
- We place a high priority on the provision for special educational needs and disability.
- We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- We 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 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 Kirkham and Wesham 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
- 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 Kirkham and Wesham Primary school is a high priority. These resources will:

- 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 Kirkham and Wesham 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 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 Kirkham and Wesham 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

We recognise the need for positive role models and distribution of responsibility among staff.

- 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. 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.
- Our school endeavours to play an active role in the community

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 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

Kirkham and Wesham 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 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.

Key areas identified in our previous action plan were:

1. To increase the number of EAL pupils accessing music lessons and orchestra

10 Publicising the Policy and Plan

Our Policy is a public document and will be included on our school website and made available to parents and the local community. Our commitment to equality will be shared with parents on at least an annual basis on the weekly newsletter (The Yellow Pages).

11 Annual Review of Progress

We will review our progress annually in respect of our policy covering ethnicity, disability and gender.

12 Equality Impact Analysis

Undertaking equality impact analysis (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 are a way in which we can analyse all of our work 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.

Appendix 1

Review of previous objectives:

These objectives were set by the Governing Body following a detailed analysis of data which included attainment, progress, attendance, attendance of clubs and access to music lessons.

1. To increase % of EAL pupils at all clubs and accessing music lessons/orchestra

We have seen a large increase over the last 2 years and last year 33% of our violinists and 33% of our flautists were EAL. 17% of our orchestra are EAL. All EAL pupils

2. To increase % of girls accessing sporting clubs

The introduction of cheerleading has had a very positive increase on girls accessing a club and last year (2016/17) only 2 girls in the Juniors didn't attend a sporting club.

3. To increase progress and attainment of pupil premium children at end of KS2 to narrow the gaps between pupil premium and non-pupil premium

2015/16

- Progress of pupil premium children was generally in line with or slightly above that of non-pupil premium.
- However attainment and average point score was below that of non-pupil premium.

2016/17

- Progress of pupil premium pupils was significantly above non pp in reading but below in writing and in line with in maths.
- Attainment of pupil premium children was significantly improved with % attaining Expected + significantly higher than that of non- pupil premium in reading, writing and Maths.

Attainment and progress of pupil premium children was especially low at end of KS1 so this is an area which needs to be targeted.

4. To narrow the gap between attainment of boys and girls in Maths at end of KS1 and 2

Unfortunately for both 2015/16 and 2016/17 progress and attainment of girls has been significantly less than that for boys despite targeted intervention. However without this intervention the gap may well have been even greater. This continues to need to be addressed.

5. To improve the attendance level of our pupil premium and EAL pupils

We have seen a significant improvement in the attendance of our pupil premium children which is now generally in line with that of non-pupil premium. However data shows that there has been a slight increase in the number of pupil premium children with late marks. This needs to be a new target.

The attendance of our EAL pupil has also improved but is still below that of our non EAL pupils.

Appendix 2 – Published Equality Targets for 2017 - 2019:

1. To narrow the gap between attainment of boys and girls in Maths throughout the school

2. To narrow the gaps in attainment in pupil premium children in reading, writing and Maths across the school and to increase the number of pupil premium children attaining greater depth.

3. To improve the punctuality of pupil premium children.

4. To continue to improve the attendance level for EAL pupils

Appendix 3 – For further information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council via the Governing Body.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.