

# Equality Policy

**Procedure originator:** J Harrison

**Approved by:** Academy Council

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**Review Interval:** 3 years

**Last Review date:** September 2022

**Next Review date:** September 2025

### Statement of Principles

The policy outlines the commitment of the staff, pupils and Academy Councillors of Seabridge Primary School to ensure that equality of opportunity is available to all members of the school community. This policy also assumes all aspects of the Shaw Education Trust Equality Objectives.

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 Academy Council;
- 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 and feel able to promote our mission statement of Working Together to be the Best We Can.

At Seabridge 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, (or lack of belief) sexual orientation, age, maternity/pregnancy, civil marriage or any other of the nine recognised area of discrimination, according to the Equality Act of 2010.

Every individual within our school is special and matters to us all. We aim to:

- Promote and develop a learning environment where children are relaxed, happy, secure and eager to learn and where each individual is respected and valued;
- Give every individual the opportunity to develop to their full potential within a positive whole school culture that is determined and committed to raising standards;
- Develop basic learning skills for life through a highly engaging curriculum which promotes a healthy and active lifestyle;
- Encourage children to become well-motivated, independent and self-disciplined individuals who are willing to make a positive contribution to all aspects of school life;
- Seek opportunities to work in partnership with our parents, carers and appropriate members of our community to help us achieve our goals.

Our pupils believe that it is important that we welcome everyone to our school and we must try hard to make sure that both the adults and pupils are all fully included in the life of the school. Seabridge Primary School is a happy family and everyone in it is special in their own way.

## **School in Context**

There is rarely a significant difference between the numbers of boys and girls on roll. Approx. 20% of our pupils speak English as an additional language. Approx. 10% of our pupils are in receipt of Pupil Premium funding. Approx. 10% of our pupils are on the SEND register, with a number of pupils accessing EHCPs.

## **Ethos and Atmosphere**

- At Seabridge Primary 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 the 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 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.

## **Monitoring and Review**

Seabridge 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 a learning environment in which each individual is encouraged to fulfil her or his potential.

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 the different groups listed above, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching, adult deployment to support a variety of learning styles 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 Academy Council 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 monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Sex, race, religion and belief, disability, sexual orientation or gender reassignment
- Parental involvement
- Participation in extra-curricular activities

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.

Seabridge 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 an Academy Council 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 legislation regarding pregnancy and maternity with reference to our school staffing policies.

The committee responsible for the monitoring and evaluation of the policy and action plan is the Education, Performance and Standards committee.

### **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 people with disabilities;
- Use materials which promote a positive image of and attitude towards same sex partnerships and family groups;
- 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, where appropriate, promote and celebrate the contribution of different cultures to their subject area;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits 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 should place 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 Seabridge Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes and an understanding of equality and diversity;
- Pupils will have opportunities to explore social and emotional issues relating to identity and equality;
- Staff are mindful to ensure that all pupils have access to the full breadth of our curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles;
- All pupils have access to a well planned curriculum which recognises attainment and achievement and promotes high rates of progression for all.

### **Resources and Materials**

The provision of high quality resources and materials within Seabridge Primary School is of the utmost priority.

Any resources purchased 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 Seabridge 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.

### **Provision for Bi-lingual Pupils**

We undertake at Seabridge 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 aim for pupils to have 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 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.

## **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 as appropriate and immediate neighbours of the school are informed of events which may impact parking and access at the beginning of each year to support positive relationships.

## **Roles and Responsibilities**

- Our Academy Council will ensure that the school complies with statutory requirements in respect of this policy and action plan;
- The Head of School 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 Academy Council;
- The Head of School 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;
- Be aware of the Equality Policy and how it relates to them;
- Make known any queries or training requirements;
- Behaving with respect and fairness to all members of the school community;
- 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.

## **Commissioning and Procurement**

Seabridge 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.

## **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 and reviewed annually.

## **Publicising the Policy and Plan**

As part of our commitment to equality this policy will be included on our school website and available in a paper format on request from the school office.

## **Annual Review of Progress**

Taking this approach, we will incorporate all requirements to review the impact of this policy and planned actions on relevant groups identified in our school, informing subsequent review and development of the school annual action plan.

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