EQUALITY POLICY

Stalmine School

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Aims and Principles:

This policy outlines the commitment of the staff, pupils and governors of Stalmine 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 Stalmine 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.

School in Context:

Stalmine Primary School is a smaller than average primary school at the heart of the community it serves. We are a smaller than average rural school with limited public transport and limited public facilities. Stalmine does not have a particularly diverse population and Stalmine's pupils are predominantly White British.

We have pupils from a wide range of socio-economic backgrounds.

We have a number of pupils with ASD and with complex special educational and emotional needs.

The school is accessible for pupils with a range of disabilities.

Stalmine Primary School is ideally placed to be at the center of the village and we are proud of the strong links we have with the wider village community.

Ethos and Atmosphere:

- At Stalmine Primary School, the senior leadership team will demonstrate mutual
- respect between all members of the school community
- We are proud that we receive so many comments about how welcoming our school is.
- We value our inclusive communication environment to ensure full access to all aspects of school life
- We recognise the importance of a peer group and role models in developing a positive self-identity
- Respecting and valuing diversity demonstrates our commitment to promoting community cohesion and is reflected in multi- cultural provision, curriculum activities and extended services.
- 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 emotional needs of all the children through planning of assemblies, classroom based and externally based activities
- We have strong links with the local community including Stalmine Residents Association, Parish Council, local church, local primary and high schools, workplace providers, local colleges and businesses.

Policy Development

This policy applies to the whole school community. We involved pupils, staff, governors, parents and carers, and our wider school community in creating this policy and action
plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially
disadvantaged groups were fully incorporated.

Examples include:

- Discussions by our School Council and during PSHE
- Contact with parent/carers (meetings, parental questionnaires, coffee mornings)
- Staff Meetings
- Discussions at governing board committees

Other School Policies

We have used our existing school policies to inform our Equalities Policy. These including but are not exclusive to:

- School Development & Improvement Plan
- Accessibility Plan
- Behaviour Policy
- SEN Policy
- Anti-Bullying Policy

Monitoring and Review

Stalmine Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide 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 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 board 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.

Information Gathering (Pupils).

- Areas for analysis with regard to equality information include:
- Attainment levels
- Attendance levels
- Suspensions
- Attendance at external provision Extended School activities / extra-curricular activities
- Complaints of racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities
- Participation in School Council

- Pupil contributions to Pupil Attitude Questionnaire

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. Stalmine 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.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisals/performance management

The information gathered is treated confidentially and any issues identified from the above will be prioritised over the reviewing cycle of the policy.Due regard is given to the promotion of equality in our School Development Plan. The Head teacher is responsible for the monitoring and evaluation of our policy and action plan and will:

- Lead discussions, organise training, update staff in staff meetings, support discussions;
- Work with the governing board on matters relating to equality and report annually to the Full
- Governing Board on the effectiveness of this policy;
- Monitor the progress of children from minority groups, comparing it with the progress made by other children in the school;
- 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
- Provide an inclusive communication environment in which staff must ensure that communication is accessible to everyone so that pupils can benefit from opportunities for incidental learning in addition to an appropriate style of curriculum delivery
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- 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 includes an inclusion programme
- All subject leaders, where appropriate, to promote and celebrate the contribution of different cultures to 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

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 Stalmine 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 Stalmine 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 the school community

Language
We recognise that it is important at Stalmine 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 (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 Stalmine 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

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 must include 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
- It is our policy to provide staff with training and development, to 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.
- Setting up, as part of the schools' commitment to equality and diversity, where required, a group made up of all stakeholders of the school community. This 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

Admissions and suspensions

Our admission arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Suspensions will be consistently based on Stalmine's Behaviour Management Policy. We will closely monitor exclusions to avoid potential adverse impact and ensure any discrepancies are identified and addressed.

Managing Incidents of Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to

support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the class teacher or member of the Senior Leadership Team where necessary. All incidents are reported to the Head teacher and racist incidents are reported to the Governing Board and the Local Authority (LA) on a termly basis.

Reporting

All incidents of discrimination will be reported, monitored and managed under the Behaviour Management Policy (Pupils) and the (LA model) Disciplinary / Grievance Policy for adults.

Roles and Responsibilities

- Our governing board will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The head teacher 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 head teacher 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 behavior.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Stalmine 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 to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Asking 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. The policy has a life span of three years and must therefore be reviewed and revised as part of a three-year cycle.
The Action Plan is included with other improvement plans in the School Development Plan.

Publishing the Policy and Plan

This policy is a public document that is available to any interested stakeholder. The policy is published on our website and included in our Staff Induction pack.

Annual Review of Progress

We are legally required to report annually on progress and performance in respect of policy covering ethnicity, disability and gender and to report annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Equality Impact Assessments

Undertaking equality impact assessments (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 were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process. EIAs are a way in which we will analyse all of our work (this could be a policy, procedure, project, strategy or service) 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

Equality Legislation Guidance
(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

RACE:

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

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty)
- amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?
Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 school must publish a Race Equality Policy which includes an
- implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns
- to the Local Authority

Reporting racist incidents in schools

Stalmine school has a recording procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

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).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

Specific duties

From December 2007 primary schools must prepare and publish a disability equality scheme, monitor it annually and review it every three years;
Involve disabled people in the development of the scheme

Set out in their scheme:

how disabled people have been involved in its preparation;
their arrangements for gathering information on the effect of the school's policies on:
the recruitment, development and retention of disabled employees,
the educational opportunities available to and the achievements of disabled pupils,
the school's methods for assessing the impact of its current or proposed policies and practices on disability equality,
the steps the school is going to take to meet the general duty (the school's action plan),
the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

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 l**esbophobia** 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).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

- From April 2007, schools must prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

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.