

## EQUALITY POLICY



**Heskin Pemberton's Church of England Primary School**



### MISSION STATEMENT

We are a happy Christian school, where everyone is helped to do the best they can.

JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS - PERSEVERANCE - THANKFULNESS

### INTRODUCTION

This policy outlines the commitment of the staff, pupils and governors of Heskin Pemberton's CE VA 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 equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing board
- 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. We want to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which

*Heskin Pemberton's Church of England Primary School* recognizes, celebrates and draws upon the diversity of Lancashire and offers equal respect, appropriate support and fair rewards for all our pupils.

## PRINCIPLES

The Public Sector Equality Duty, 2010 has 3 main aims:

- Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **POLICY DEVELOPMENT**

This policy applies to the whole school community at Heskin Pemberton's. It has been drawn up as a result of the outcomes of a transparent process and through consultation with staff, pupils and Governors. The policy will be posted to the school website and feedback welcomed from our wider school community which will be used to inform and review future policy.

## **MONITORING & REVIEW**

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan and due regard is given to the promotion of all aspects of equality within the SIP. The Headteacher, Mr Alan Brindle, is responsible for co-ordinating the monitoring and evaluation. He will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss qualities within the community.
- Working closely with the governing board.
- Supporting positively the evaluation activities that moderate the impact and success of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

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 individual pupils to ensure that everyone is making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Interventions and resources are available to support groups or individual pupils where 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. This relates to:

- Attendance.
- Exclusions and truancy.

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- Racism, disability, sexism, homophobia and all forms of bullying.
- Parental involvement Participation in Extra Curricular and Curriculum Enhancement Activities.
- Parental involvement.

## **EQUALITY & THE CURRICULUM**

### **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.
- 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' departments, where appropriate, 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 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 training opportunities to support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religious beliefs, 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 and encouragement 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.
- 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.

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- The school should place a very high priority on the provision for special educational needs and disability. We 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.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

### **Ethos and Atmosphere**

At Heskin Pemberton's:

- The leadership of the school community demonstrates mutual respect between all members of the school community.
- All within the school community challenge any type of discriminatory and/or bullying behaviour e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- There is an openness of atmosphere which welcomes everyone to the school.
- All pupils are encouraged to greet visitors to the school with friendliness and respect and in turn will also be greeted in the same way.
- 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 worships and classroom-based and externally-based activities.

### **Curriculum**

At our school, we aim to ensure that our:

- 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.

### **Resources and Materials**

The provision of good quality resources and materials within Heskin Pemberton's is constantly being reviewed and improved. 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 school community.

## 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, particular 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 qualification 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.*

## ROLES & RESPONSIBILITIES

- Our governing board 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 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.

## EQUALITY OBJECTIVES

The Equality Act, 2010 requires schools to publish equality objectives which will be reviewed at least on a four year cycle. Our equality objectives are based on our analysis of our school.

### **Heskin Pemberton's objectives for 2017-2020:**

1. Identify opportunities throughout our curriculum to study other cultures, religions and countries, celebrating and developing our pupils' understanding diversity.
2. Explore different festivals from other countries and faiths.
3. Develop a greater understanding of the cultural diversity in our wider community.
4. Develop a greater understanding of disability through studying disabled role models, special events and by supporting charities.



October, 2017  
Mr A Brindle

*Heskin Pemberton's Church of England Primary School*

