

Calverton Primary School



Public Sector Equalities Duty Statement 2015

Person responsible to the policy	Martin Green and SLT
Signed by Chair of Governor	
Signed by Head Teacher	
Date for Review (reviewed annually)	January 2018

Our Vision

At Calverton Primary School we are very proud to be a culturally diverse and fully inclusive school that is committed to ensuring we aspire to and achieve our motto of '**Every Child, Every Chance, Every Day**'.

We aim to:-

- ❖ Provide a happy, healthy and safe environment where **Every Child** is valued and inspired to achieve and exceed their potential.
- ❖ Provide **Every Chance** to strengthen positive relationships with our families and the wider community.
- ❖ Provide an enriched curriculum **Every Day** which will develop **Every Child's** self-confidence, resilience and passion for lifelong learning.
- ❖ Have high expectations and aspirations for the achievement of **Every Child**, providing them with high quality teaching and personalised learning opportunities **Every Day**.
- ❖ Respect the religious and cultural traditions of **Every Child** and in doing so, celebrate our British values and the diversity reflected within our school community.

At Calverton we adopt the following values in our school life:

- Democracy and Having Your Say
- Rules and Consequences
- Freedom with Responsibility
- Respecting Others
- Fairness and Tolerance

Statement Principles

The policy outlines the commitment of the staff and governors of Calverton 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; celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

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 Calverton Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

At Calverton we believe

- people learn best when they are motivated and enthusiastic, feel secure, are involved in their own learning and have high expectations to meet;
- everyone needs to feel equal, valued as an individual and for their unique contribution to the school community;
- learning happens both at home and at school and it maximises opportunities for the children when everybody concerned is fully engaged in this process.

Therefore we aim

- to enable the children to reach their full potential, and achieve the highest standards they are capable of, by matching their learning needs with the teaching;
- for our staff to be able to deliver high quality teaching in a creative way, work collaboratively and to have high expectations of the children and of themselves;
- to foster positive working relationships with parents and carers in order to enable them to actively participate in their child's learning.

When children leave Calverton Primary School they will have:

Confidence in their abilities, and a belief in themselves

Nurturing environment, talking about their learning, encouraged to think more deeply, question, given opportunities to succeed, high expectation.

The ability to make positive choices

Communication, citizenship, working with others.

An enthusiastic and engaged attitude to learning

Using children's own interests, assessment for learning, talking about their learning articulating strengths and weaknesses.

The ability to apply the knowledge and skills learned

Real life contexts, enquiry skills, ability to investigate a problem, teamwork, communication.

Respect for themselves and for others

Emotional well-being, multi-cultural curriculum, cultures and beliefs, sense of responsibility for their actions.

Calverton School - Context

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act (2010) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act.
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003.
- The respective Codes of Practice associated with the legislation

Monitoring and Review

Equality is an area given careful and ongoing monitoring within the school. Due regard is given to the promotion of all aspects of equality within the school. The Chair of the Governing Body is the Link Governor responsible for this area. The person on the staff responsible for co-ordinating the monitoring and evaluation is Martin Green. He will be responsible for:

- leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community;
- working closely with the governor responsible for this area;
- 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 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:

- exclusions and truancy;
- incidents of racism, disability, sexist incidents and all forms of bullying;
- parental involvement;
- participation in extra curricular activities;
- attendance.

Our monitoring activities enable us to identify any differences in pupil performances. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through 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:

- ensure quality 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 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 PSHE and Citizenship curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra- curricular activities that involve all pupil groupings;
- 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 that support staff development.

Curriculum

At Calverton 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;
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered;
- all pupils have access to qualifications which recognise attainment and achievement and promote progression.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. 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.

To secure the desired outcomes we recognise:

- 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, children with medical needs and children with disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- the school must provide an environment in which all pupils have equal access to all facilities and resources;
- all pupils are to be 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.

Ethos and Atmosphere

- At Calverton School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children 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.
- Although physical access to the school can be difficult under some circumstances, vehicular access to a school door can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Calverton School is a high priority. These resources should:

- reflect "the reality of an ethnically, culturally and sexual diverse society."
- reflect a variety of viewpoints;
- show positive images of males and females in society including people with disabilities;
- reflect non-stereotypical images of all groups in a global context;
- be equally accessible to all members of school community consistent with health and safety;
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Calverton 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 correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians;
- use first language effectively for learning.

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We understand the responsibility for making contributors to extra –curricular activities 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.

Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences 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 to them with no discriminatory boundaries placed on them due to their disability, gender or race.
- All pupils/staff/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- 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 pupil's access to a balance of male and female staff at both key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge and deal with all types of discriminatory behaviour e.g.

- unwanted attentions (verbal or physical);
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender.

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- all parents/carers being encouraged to participate at all levels in the full life of the school;
- setting up as part of the school's commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parent/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties;
- encouraging members of the local community to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc;
- exploring the possibility of the school having a role to play in supporting new and settled communities.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda.

Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community;
- the school's Equality policy is maintained and updated regularly;
- that procedures and strategies related to the policy are implemented;
- the named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Head Teacher, SLT and Senior Management are responsible for:

- along with the Governing body, providing leadership and vision in respect of equality;
- overseeing the implementation of the Equality Policy;
- co-ordinating the activities related to equality and evaluating impact;
- ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- not discriminating on grounds of race, disability, or other equality issues;
- keeping up to date with equalities legislation attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practice;

- equal opportunities;
- pupils' progress attainment and assessment;
- behaviour discipline and exclusion;
- pupils' personal development and pastoral care;
- teaching and learning;
- induction;
- admissions and attendance;
- the curriculum;
- teaching and learning;
- staff recruitment and retention;
- governor/staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

Impact Assessment

This Statement will be updated every 3 years or earlier if required. Accompanying the Statement is an Action Plan which is updated annually.