



BEMBRIDGE CE PRIMARY SCHOOL
Learning to love God, one another and ourselves

SINGLE EQUALITIES POLICY

March 2012

1 Document Information

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through 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 Bembridge CE Primary School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The person responsible for co-ordinating the monitoring and evaluation is the headteacher, who is responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

4 Policy commitments

4.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;

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- The displays around the school are of a high quality and reflect diversity across all aspects of equality
 - Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
 - Provision is made to provide for the cultural, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: 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 to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;

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- Encourage members of the local community to join in school activities and celebrations;
 - Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

5 Responsibility for the policy

In our school, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility 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; and that equality objectives are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or any other stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting schemes;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting schemes;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to draft policies/procedures/ action plans etc.

Ref	Objective	Success Criteria	Activity	Lead &	Progress milestones Completed
1	Whole school training to include governors	<ul style="list-style-type: none"> – Participation in the training. – Monitoring of the number of reported diversity incidents. 	<ul style="list-style-type: none"> – 2 hour twilight session in Summer term 2012 – named person to track incidents and report termly to FGB 	Headteacher	Training date finalised Training undertaken Named person in place
2	Develop monitoring procedures	<ul style="list-style-type: none"> – Outcome data in key areas 	<ul style="list-style-type: none"> – To design and implement procedures for capturing data in areas not already captured. – All information and outcomes to be stored in one place 	Headteacher/ SLT	End of Summer Term 2012 audit finished in liaison with Equality and Diversity Officer to identify gaps in data End of Autumn Term 2012 all outcome data in place
3	Promoting equality:- Curriculum <ol style="list-style-type: none"> 1) The curriculum prepares pupils for life in a diverse society. 2) There will be opportunities in the curriculum to explore concepts and issues related to identity and equality; 3) The promotion of attitudes and values that challenge discriminatory behaviour and language; 4) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles 	Audit of current curriculum in all areas, including equality impact assessments Curriculum reflects range of cultures and lifestyles in non stereotypical manner.	Improvement work based on the findings of the audit.	Headteacher / SLT	Full audit to be undertaken by end of Summer Term 2012 Action plan as needed drawn up

Ref	Objective	Success Criteria	Activity	Lead &	Progress milestones Completed
4	<p>Promoting equality:- Achievement</p> <ol style="list-style-type: none"> 1. implementation of strategies and interventions that narrow the gaps in achievement 2. Improvements in achievement levels for pupils with SEN and SEND 	<p>Tracking of pupils reflect :</p> <p>More than 50% of Intervention pupils show catch up</p> <p>SEN pupils make required or better progress</p>	<p>Termly tracking of progress with pupils identified for Wave 2 interventions. Measurement of progress made over intervention period.</p> <p>SEN pupils have regular review of IEP's shared with parents</p>	<p>KS 1 and KS 2 leaders</p> <p>SENCO</p>	<p>Good attainment by all groups of pupils as reflected in October 2011 OFSTED</p> <p>Continue with tracking process building in CPD and resource purchase to support teachers and TA's.</p>
5	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice (through school council activities) 2. Promotion of a welcoming openness and tolerance by both staff and pupils 3. Provision is made to provide the cultural, moral and spiritual needs of all pupils 	<ul style="list-style-type: none"> - SIAS (Church inspection report) - OFSTED report - Pastoral link governor reports - Parent and pupil questionnaires 	<p>Regular meetings of School Council with focus on school development as voiced by pupils</p> <p>Annual feedback to stakeholders by School Council through newsletter</p> <p>Clear Christian/moral values understood, promoted and followed across whole school community</p>	<p>Headteacher</p>	<p>School Council in place with regular meetings</p> <p>Annual feedback in July newsletter</p> <p>OFSTED parent questionnaire positive</p> <p>OFSTED and SIAS reported outstanding levels of care and provision of cultural, moral and spiritual for pupils</p> <p>Pupil questionnaire reflected pupils enjoy coming to school and are happy</p> <p>Staff and pupils fully aware of values.</p> <p>School Council to promote these with all stakeholders in annual newsletter feedback.</p>

Ref	Objective	Success Criteria	Activity	Lead &	Progress milestones Completed
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <ol style="list-style-type: none"> 1. Encourage members of the local community to join in school activities and celebrations 2. Review communication to parents to ensure that views are heard and acted upon 3. ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome 	<p>Pastoral governors to record participation in school events of parents</p> <p>Gather views of EAL pupils and parents.</p>	<p>Governors to attend a number of school activities through year and report back parental/community involvement in reports to full governing body.</p> <p>Continue to undertake regular parental questionnaires.</p> <p>Continue to include a range of community events and activities in school newsletters.</p> <p>To identify an EAL Lead in school to lead support and development for parents/pupils.</p> <p>Continue to gather SEN pupil and parent views through statement review process</p>	<p>Foundation governors</p>	<p>Governors attend and report on participation</p> <p>Ongoing</p> <p>Ongoing</p> <p>Identify EAL lead</p> <p>SEN lead in place</p>

6 Equality objectives

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8 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
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9 Appendix

9.1 Glossary of Terms

<ul style="list-style-type: none"> • Equality Act 2010 • SEAL • SEN • KS • EIA • SIP • SEF • Protected Characteristic • • • 	<p>40 years of equality and diversity legislation developed and combined into a single piece of legislation</p> <p>Social and Emotional Aspects of Learning</p> <p>Special Educational Needs</p> <p>Key Stage</p> <p>Equality Impact Assessment</p> <p>School Improvement Plan</p> <p>School Evaluation Framework</p> <p>As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation</p>
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