Accrington Peel Park Primary School

Single Equal Opportunities Policy

May 2015
1 Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Peel Park 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 Peel Park 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. (Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.)

The School Council discussed Equal Opportunities and agreed on the following statement:

"We want children to come to Peel Park School so they can receive a good education to help them to learn for their future. We feel friendship is important and seeing children with smiles on their faces means they are also having fun. We want this for everyone, no matter what their disability, gender, race or belief because everyone needs a fair chance to reach their potential."

Mission Statement

At Peel Park we are committed to offering our pupils the highest possible quality of education. We want our children to:

• develop imagination and creativity
• acquire skills and abilities
• have a love of learning.

Through respect, teamwork and partnership, we will work together to ensure that all children achieve, succeed and become responsible and well-mannered citizens.

According to Ofsted the school has a "...determined approach to raise standards by providing an extremely caring and inclusive community, underpinned by strong values and good teaching. This approach leads to good achievement and good personal development."

We believe the positive nurturing ethos of the school ensures that all children enjoy school and experience success. We work hard to ensure that our provision develops the whole child-academically, socially, morally, and spiritually, so that they are able to thrive in any community. The high levels of care, guidance and support ensure that every child is nurtured and supported irrespective of background or circumstance.
• Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

4 Policy Development
This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities issues. Parental questionnaires, pupil questionnaires and staff termly reviews all contribute to the policy.

5 Monitoring and Review
Peel Park 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 collect and analyse a range of equality information for our pupils/students:
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 (gender, ethnicity, FSM, SEND, summer born and CLA. 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. A wide range of intervention programmes are used throughout school and careful provision mapping ensures children are identified early and the correct support is provided. 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:
• Pupil Attitudes
• Attendance
• Exclusions and truancy
• Racism, disabilitism, sexism, homophobia and all forms of bullying

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. The school has two learning mentors who work with children in need of emotional support. There is also a nurture group for KS1 children and a Forest School for KS2 children. A member of staff has the specific responsibility of managing interventions and analysing results. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Peel Park 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 a range of profile information for our staff and governors:
e.g. applicants for employment, staff profile, governing body profile.

Peel Park Primary school has a duty of care and responsibility towards pupils, parents, carers and staff. It works with a range of outside agencies and shares information on a professional basis only.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Deputy Headteacher.

Their role is to:

• Lead discussions, organise training, update staff in staff meetings, support discussions
• Work with the governing body on matters relating to equality
• Support evaluation activities that moderate the impact and success of this policy

6 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. (Article 29) 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 disabled people
• 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 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. Our school motto is High expectations, every child, no excuses. 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 provide good, positive role models in their approach to all issues relating to equality of opportunity
• The school places a very high priority on the provision for special educational needs and disability. *(Article 23- A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. )* We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work

• The school provides 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**
*(Article 29 - ...respect for their own and others’ cultures.)*

At Peel Park Primary 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 awards and rewards which recognise attainment and achievement and promote progression.

**Resources and Materials**
The provision of good quality resources and materials within Peel Park Primary 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

When ordering new resources and materials, staff should consider how they show equality.

**Language**

We recognise that it is important at Peel Park 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

**Extended Learning Opportunities**
*(Article 31 Every child has the right to relax, play and join in a wide range of cultural and artistic activities)*

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**
(Article 30 Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.)
We undertake at Peel Park 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
Support is provided for EAL children either in a withdrawal group or as in-class support dependent upon the level of need.

**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) The delivery of the Higher Futures for You programme in Y5 helps to raise pupils’ aspirations.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination (see anti bullying policy)
- 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 — several support staff have gone on to become qualified teachers
- 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 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

**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
- Exploring the possibility of the school having a role to play in supporting new and settled communities

**7 Roles and Responsibilities**

- Our governing body 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

**8 Commissioning and Procurement**

Peel Park 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. A summary of this policy will be provided for contractors, etc to adhere to when on school property.

**9 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 three year timescale.
10 Publicising the Policy and Plan

This policy will be available on the school website for parents, governors and interested parties to peruse. Staff and pupils will have access to the policy through the school network. A summary of the policy will be displayed in the entrance hall and made available to outside agencies and contractors. The summary will also be included in the staff year book (which is also available to supply teachers) and the prospectus. As part of Investors in Pupils, the school council may wish to include the summary in the "Class handbook".

11 Annual Review of Progress

Taking this single equality approach, we will incorporate all requirements of ethnicity, disability, accessibility and gender into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan. This policy has a life span of three years and therefore it will be reviewed and revised as part of a three-year cycle.

12 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 can 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

What does a school need to do?
(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 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

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 lesophobia 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).

- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

**Reporting racist incidents in schools**

Schools are required to have in place a 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 (e.g. 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 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, 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

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, 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.