



Bickerstaffe CE School

Single Equalities Policy

STATEMENT OF PRINCIPLES

This policy outlines the commitment of staff, pupils and governors of Bickerstaffe V.C. C.E. 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 that it 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 Bickerstaffe V.C. C.E. 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. . As a Church School, Christian values underpin everything that we do, fostering respect for other people and their beliefs.

SCHOOL IN CONTEXT (2016/2017 LSIP)

- 75 pupils
- 41 girls & 34 boys
- 98% of pupils are White/British, 2% are Mixed White/Asian
- There are currently no minority ethnic groups represented in the school staff and
- Governing Body.

This policy was amended and presented to the Governing Body October 2018 and will be reviewed Autumn 2019

- 98% of pupils speak English as their first language.
- 17% Special Educational Needs (SEN) with 1.3% with Statements/EHC Plans
- 7% Free School Meals, 13% Pupil Premium (FSM6)
- 12% joined the school late, after the start of the Reception Year
- 2% of our pupils have a known disability.
- There are currently no staff or governors who have disclosed that they have a disability.
- Our school is physically accessible to all. There are no steps at the main entrance and the school is on one level.
- None of our pupils are currently in Care.

ETHOS AND ATMOSPHERE

- At Bickerstaffe VC CE School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg 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 spiritual needs of all the children through planning of collective worship, assemblies, classroom based and externally based activities

Bickerstaffe CE School is situated in a rural location, the small local community are of a predominantly White/British background. Our school population comes from this community and the surrounding areas, again with mostly White/British populations.

We recognise the diversity in British society and look for opportunities to enrich the curriculum through multi-cultural activities and celebrations.

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 the Local Authority, parents & pupils. The School Council regularly discuss issues relating to equality.

MONITORING AND REVIEW

Bickerstaffe VC CE School 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 we serve and our aim is to provide a learning environment in which each individual is encouraged to fulfil her or his potential. Attainment data is collected and regularly reviewed in respect of the performance of 'groups' based on: gender, ethnicity, FSM, SEND, those joining the school late.

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 the different groups listed above, to ensure that all pupils make the best possible progress. We use this information to inform 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:
 - Attendance
 - Exclusions and truancy
 - Racism, disabilism, sexism, homophobia and all forms of bullying
 - Parental involvement
 - Participation in extended learning opportunities

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.

Bickerstaffe V.C. C.E. 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:

- Application Information
- Staff Data Collection
- Governing Body Profile
- Training Attendance
- Staff Appraisal

Much of this information is confidential and is treated as such in line with our Data Protection Policy

Due regard is given to the promotion of equality in the School Development Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher, Mrs Maggie Teachen.

- Her 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

DEVELOPING BEST PRACTISE

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
- 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 teachers and subject leaders will promote and celebrate the contribution of different

- Cultures:
- Seeking to involve all parents in supporting their child's education
- Providing educational visits and extended learning opportunities that involve all pupil groups
- Taking account of the performance of all pupils when planning for future learning and setting challenging targets
- Making best use of all available resources to support the learning of all groups of pupils
- Identifying 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. 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.

We recognise that:

- 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 must 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 must be encouraged to be actively involved in their own learning
- A range of teaching methods will be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration must be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Bickerstaffe V.C. C.E. 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 Bickerstaffe V.C. C.E. 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 Bickerstaffe V.C. C. E. 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

At Bickerstaffe V.C. C.E School we undertake 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

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
- 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, 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

Roles & 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 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

COMMISSIONING AND PROCUREMENT

Bickerstaffe V.C. C.E. School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

MEASUREMENT OF IMPACT OF 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.

PUBLISICISING POLISY AND PLAN

This policy will be published on our school website & a hard copy is available from the school office. Reference will be made to the policy in the weekly newsletter

ANNUAL REVIEW OF PROGRESS

The school governors will review this policy on an annual basis

EQUALITY IMPACT ANALYSIS

We will undertake Equality Impact Analysis (EIAs) in order to predict and assess the implications of this policy. In this way we can analyse the effectiveness of this policy to ensure we meet the needs of all our service users and that no group is disadvantaged

Appendix 1

A summary of considerations:

Bickerstaffe VC CE has due regard for equalities, it recognises its duty to:

- a) publish information which shows they have due regard for equalities, as defined by the Act;
- b) publish at least one equality objective.

This will be published on the school website and a brief summary of it will be included in newsletters to parents and in the staff handbook.

On matters of confidentiality school will comply with the requirements of the Data Protection Act 1998, therefore reporting will not be done in such a way that enables individual pupils or members of staff to be identified. Nor, as a general rule, will school publish information that could be maliciously used to harm its reputation.

That said however school must provide information about its pupil population broken down by ethnicity and gender, and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, there is a statement of overarching policy, and there may be significant references in the school improvement plan, self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.

7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. A senior member of staff has special responsibility for equalities matters.
9. A member of the governing body has a watching brief for equalities matters.

Staffing

10. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

14. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
17. The school takes part in certain national projects and award schemes, for example the Lancashire Equality & Diversity Award; Black History Month; Anti-bullying campaign
18. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Setting objectives:

Equality objectives will be specific and measurable, and be outcome-focused:

In addressing equality in school we will address ‘Diminishing the difference’ & ‘Fostering good relations’

Diminishing the difference

- To raise the attainment of those pupils in receipt of Pupil Premium.

Fostering good relations

- To continue to promote and enhance community cohesion and a sense of shared belonging in the school, and in the school’s neighbourhood.

In doing so school will consider:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information.

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>