



Weeton St Michael's

CHURCH of ENGLAND PRIMARY SCHOOL

SINGLE EQUALITIES POLICY

Written: September 2022

Review Due: September 2023

LIVING AND LEARNING THROUGH FAITH, HOPE AND LOVE.

Christian Values:

Generosity Compassion Courage Forgiveness Reverence Respect,
Thankfulness Trust Perseverance Justice Service Truthfulness

Bible reference:

"The greatest of these is love." 1 Corinthians 13:13

Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding policies
- Remote learning policy
- Curriculum and Teaching and Learning policies
- Staff, parent and child agreements
- Homework policy
- Marking Policy
- E-Learning policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.



THE
DIOCESE
of
BLACKBURN

www.weeton-st-michaels.lancs.sch.uk

The policy outlines the commitment of the staff, pupils and governors of Weeton St Michael's CE 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 Weeton St Michael's CE 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.

At Weeton St Michael's CE Primary School we:

Enable every child to achieve their potential through a broad and creative curriculum;

Teach children how to work independently and collaboratively;

Encourage honesty, trust and responsibility;

Respect differences in gender, ethnicity, religion and ability;

Challenge through the provision of fun and adventurous activities.

Nurture children's confidence and self-esteem

This policy is designed to ensure that all children make the progress they can make and that they enjoy their school life at Weeton St Michael's CE Primary School.

School In Context

Local Context: Weeton is a small rural village near to Blackpool and Preston with a population of approximately 1000.

The School Context: Weeton St Michael's CE Primary School is a small primary school with a current roll of 44 children. The school is located just outside of the village centre, next to the parish church. The proportion of pupils supported through SEN support is below the national average. The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is slightly above the national average. The majority of our pupils are of the Christian faith and from a White British background. The attendance of the pupils is good.

Vision and Principles

At Weeton St Michael's CE Primary School, the leadership of the school community demonstrate mutual respect between all members of the school community. We are committed to creating a school community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

At Weeton St Michael's CE Primary School:

- There is friendly and warm 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 receptively and with 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 worships, classroom based and externally based activities;
- All children have the right to access the curriculum and school life. We strive for achievement for all children.

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:

- Parents,
- Staff,
- Pupils,
- Governors,
- The Local Community.

Monitoring and Review

Weeton St Michael's CE Primary 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 it serves and to provide learning environments in which individuals are encouraged to fulfil their potential.

This is closely monitored by the Senior Leadership team.

Pupils

We collect and analyse the following equality information for our pupils:

- attainment data,
- attendance data,
- exclusions,
- involvement with extended learning opportunities,

These are analysed by ethnicity, religion, disability, gifted and talented, special educational needs, gender and free school meals (FSM).

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 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. This is planned through the school's provision mapping.

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.

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.

Staff

Weeton St Michael's CE Primary 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 promotes respect and responds to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect details from all staff on recruitment to Weeton St Michael's CE Primary Primary School. These details are reviewed yearly. This information includes:

- Ethnicity, • Other languages, • Disabilities, • Medical Needs, • Religious views and status.

In addition to staff profiles, we collect and analyse the following profile information for our staff and governors from:

- attendance at training events, • disciplinary and grievance cases, • staff appraisal/performance management, • exit interviews, • skills audits, • informal support plans, • long term illness return to work interviews.

Due regard is given to the promotion of equality in the School Improvement Plan. The persons responsible for the monitoring and evaluation of pupils and staff are the Headteacher and teaching staff.

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.

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. 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 through provision mapping • 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, 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 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.

Our school will place a very high priority on the provision for special educational needs and disabilities. We endeavour to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work and provision.

The school will 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.

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupil.

Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Weeton St Michael's CE 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 through differentiation and an emphasis on our values; • Pupils will have opportunities to explore concepts and issues relating to identity and equality through our Values Curriculum, Languages and PSHEE;
- 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 our 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 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 carefully monitor registers for extended learning opportunities to ensure involvement of all groups of pupils. Pupil premium funding may be used to enable these opportunities.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Multilingual Pupils

We undertake to make appropriate provision for all EAL/multilingual 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

EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

Language Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning.

Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

A clear distinction should be made between EAL and Special Educational Needs.

Assessment

All EAL pupils are entitled to assessments as required.

The Ethnic Minority Achievement Service (EMAS) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

Staff have regular liaison time to discuss pupil progress, needs and targets. Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using an individual EAL plan (See Appendix 3) or planning intervention through provision mapping.

Assessment methods are checked for cultural bias and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Provision for children with Special Educational Needs

See SEN Information Policy and Local Offer

Provision for Able, Gifted and Talented Children

At Weeton St Michael's CE Primary School we:

- Use a broad range of qualitative and quantitative data to identify our most able pupils;
- Ensure that all staff receive appropriate support and training in identifying and providing for most able pupils;
- Provide support and challenge in the classroom, within an ethos of high expectations;
- Ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning;
- Track the progress of these pupils and plan for further progress;
- Work with parents to help pupils achieve their potential and to be ambitious;
- Provide a range of additional opportunities to develop the experiences of our most able.

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religious beliefs, 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/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 through the school's BOSS files.

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 and Weeton St Michael's CE Primary School have a role to play in supporting new and settled communities of the school.

Roles and Responsibilities

The Governing Body

The governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that Weeton St Michael's CE Primary School is fully inclusive to children, and responsive to their needs based on race, gender and disability by:

- Making sure the school complies with all current equality legislation;
- Making sure this policy and its procedures are followed.

The Headteacher and Senior Leadership Team

The Headteacher and SLT are responsible for:

- Ensuring the implementation of the Equality Policy;
- Ensuring the Equality policy is readily available and that the governors, staff, pupils and their parents are aware of it;
- Ensuring the procedures of the Equality Policy are followed by all staff;

- Implementing the Equality Plan ;
- Producing regular information and updates for staff and governors about the policy and Action plan;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination.

Staff

All our staff are responsible for:

- Ensuring that all children are treated fairly, equally and with respect;
- Maintaining awareness of the school's Equality Policy and Plan & participating in training opportunities;
- Striving to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- Challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents & informing the head teacher.

Pupils:

The contribution of our children to the Equality Policy and Plan is vital and it is the children's responsibility to:

- Treat each other with respect with the guidance of staff
- To report any discriminatory incidents to staff.

Parents/Carers:

The contribution of parents to help implement the Equality Policy and Action Plan is vital to ensuring its success.

We strongly encourage parents to respect and celebrate our school community differences and ask them to respect our Equality Policy and Action Plan.

Visitors to Weeton St Michael's CE Primary School

Our Visitors and contractors are responsible for being aware of and following our equality policy.

Commissioning and Procurement

Weeton St Michael's CE Primary School is required by law to make sure that when we buy services from another organisation they will help us to provide high quality education, and will comply with equality legislation. This will be a significant factor in any tendering process.

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.

The Equality Action Plan enables an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This Policy and Action Plan is available on the school website and from the school office upon request.

Annual Review of Progress

The Single Equality Action Plan (Appendix 2) is reviewed annually and this forms part of our school's improvement plan.

This policy has a life span of two years. It is reviewed and revised as part of a two-year cycle.

Equality Impact Assessments

All policies are assessed to ensure they allow equal access to the curriculum and the school community.

Appendix 1: Terminology Used and Definitions

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

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 (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Weeton St Michael's CE Primary School does not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA definition of impairment to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- 'physical impairment' which includes sensory impairment;
- 'mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Special Educational Needs and Disabilities

Code of Practice 2014 defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. (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).

Able, Gifted and Talented

At our School we use the general term “most able” to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Talented pupils are those with a particular ability in art, music, sport or the performing arts.

Able pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects.

Gifted pupils are those capable of exceptional performance representing around 0.5% of the population nationally.

Able pupils, therefore, are the 'top group' in each class in your school, whatever your intake, and gifted pupils are the 'top group' nationally.

Objectives 2020-2022:

To increase the percentage of children working at Higher Standard in Maths

To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

To increase children's awareness of cultural and religious diversity

Action Plan:

Current Situation	Required Change	Actions	Costs and Personnel	Success Criteria and Impact	Timescale
<p>The percentage of children achieving ARE in writing is at least in line with national expectations</p> <p>Currently not all children who are targeted/capable of working at the Higher Standard are doing so</p>	<p>All children who were prior higher attainers are to make at least expected progress with some with were mid attainers making accelerated progress to work at HS</p>	<p>Continue with high quality phonics and spelling teaching</p> <p>Plan opportunities for children to apply their spelling skills in</p>	<p>CPD for subject lead</p> <p>INSET/Staff meetings for training</p>	<p>Increase in number of children working at Higher Standard</p>	<p>July 2021</p>

		writing across the curriculum			
Wider community members and groups are becoming more involved in the life of the school and this in turn is raising awareness of and the profile of our school	Continue to raise profile of the school within the wider community and proactively provide opportunity for collaborative partnerships e.g. with WI, Village Hall, PCC, church congregation, Garden Party involvement	<p>To hold community workshops, information sessions</p> <p>Involve and invite wider community to join with school learning events</p> <p>Include school in events within the community</p>	Head Teaching Staff	Community and other stakeholders are involved in the children's learning and the wider school life.	July 2021
<p>Children live in a predominately white British community with little diversity within the school or community.</p> <p>Children have become more aware of the diversity of our wider national and world community, this needs embedding</p>	<p>Their understanding of the diversity in our local, national and world communities and cultures requires embedding and exploring further</p> <p>Increased opportunity to experience and understand a more diverse range of cultures and religions</p>	<p>Hold multi-cultural events in school</p> <p>Visit places of worship of other Faiths</p> <p>Continue involvement and partnership with Fishwick Primary School</p> <p>Plan learning opportunities through the curriculum</p>	All staff	Children have a greater opportunity to experience and an improved understanding of World Faiths and cultures	July 2021