

# *Blacko*

## *Primary School*

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*<http://lancashire.schooljotter.com/blacko>*

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SINGLE EQUALITIES

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**UPDATED:** November 2018

**Lead:** Mrs Kate Richards

**AGREED BY HEADTEACHER:** November 2018

**AGREED BY GOVERNORS:**

**TO BE REVIEWED:** November 2019  
– unless any statutory updates

POLICY

## Mission Statement

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

## Background

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It sets out the different ways in which it's unlawful to treat someone. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way, it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability, Discrimination Act and Sex Discrimination Act. The exceptions to the discrimination provisions for schools that existed under the previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools/schools of a religious character – are all replicated in the new act. However, the following changes impact schools:

- Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment
- It is now unlawful for employers to ask health-related questions of applicants before offering them a job unless the questions are specifically related to an intrinsic function of the work
- Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or meet the particular needs of, pupils with particular protected characteristics – sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling
- The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1st September 2012
- The Act introduced a single Public Sector Equality Duty (PSED) which came into effect in April 2011. In carrying out their functions, public bodies are required to have due regard to the need to:

- a) Eliminate discrimination and other conduct that is prohibited by the Act,
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

## Age

Where this is referred to, it refers to a person belonging to a particular age (for example 32-year-olds) or range of ages (for example 18 to 30-year-olds).

## Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

## Gender reassignment

The process of transitioning from one gender to another.

## Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

## Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

## Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

## Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

## Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

## 1 Statement of Principles

At Blacko Primary School we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school, irrespective of race, gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, and sexual orientation. It is a primary aim of our school to create an environment in which all members of the community are able to give of their best without fear of harassment or discrimination, and all decisions are made based on merit alone. Blacko Primary School recognises its responsibilities under the Equality Act 2010 and plays an active part in its local community providing an education which:

- Tackles all forms of discrimination
- Promotes good relations between all members of the school community
- Promotes equality of opportunity for all

We will ensure that all our policies and practices take full account of our obligations under all relevant legislation, and in particular, the Equality Act 2010, in relation to the following:

- Progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pupils' personal development, support and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities
- Prevent and Citizenship

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 the 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 Blacko 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 recognized area of discrimination.

## 2 School in Context

There are 56 boys and 46 girls in the school role.

- Ethnicity is 96%, White British
- There are no ethnic groups represented in the school staff and governing body?
- The linguistic profile of the school is 100% English
- There are no pupils with a disability on roll?
- There are no staff or governors who have a disability?
- The school is not physically accessible, and we have been informed by Lancashire that it is not financially viable to make it accessible.
- The socio-economic indicator is 60% A, 8% B and the rest C
- There any 3 Children in Care

## 3 Ethos and Atmosphere

- At Blacko Primary 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 to the spiritual needs of all the children through the planning of assemblies, classroom-based and externally based activities

## 4 Developing Best Practice

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 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 the best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

## Progress, attainment and assessment

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

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, disability, 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.

We aim to ensure that every pupil, irrespective of race, gender, disability, religion, socio-economic groups or cultural background is enabled to achieve their best and that strategies are in place to tackle underachievement.

To support this aim we ensure the following:

- a. SATs results and class assessment data are analysed to look at the performance of different groups, and the performance data provided by external sources is examined carefully.
- b. Staff monitor progress carefully through our tracking procedures and, where underachievement is evident, set appropriate targets and put in place relevant interventions for progress.
- c. The school has clear and thorough assessment procedures in place
- d. Children may work in ability groups. Staff are aware of the need for flexibility and children move from group to group according to progress made. At other times children work in mixed ability groups within the class and staff value the contribution made by children from all different groups.
- e. All available modifications are made to the administration of SATs papers according to the access arrangements set by the DfE.

## 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, irrespective of race, gender, disability, religion, socio-economic groups or cultural background, have an equal right to experience a high-quality education in which they feel valued and respected. 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. Teachers challenge stereotypes and are aware of bias and racial discrimination. The school aims to ensure that teaching styles are sensitive to different groups of children, and where appropriate, curriculum subject leaders will ensure that equality issues are incorporated into schemes of work.

- Each class is expected to ensure that displays reflect different cultural experiences and draw out the multicultural aspects of the class topic.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all different groups.
- Parents from different ethnic groups are welcomed into school to help and contribute from their cultural life in class lessons, assemblies and special events and celebrations.
- The language used by staff and pupils throughout the school avoids stereotypes, in particular, those of gender, disability and race.
- Pupils with disabilities are supported to study alongside their peers, with adaptations made as necessary to the teaching style or learning environment.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs 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 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

Our curriculum aims to promote good relations between members of all different groups and communities and foster equality of opportunity. The curriculum draws on and values the contribution made by people from a range of cultures and backgrounds.

At Blacko Primary School, we aim to ensure that:

- The school creates an environment where all pupils can contribute and feel valued.
- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes towards 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
- The school ensures that a range of cultures and languages are evident in the books that are purchased for class use and in the library. Home corner equipment, dressing up clothes and dolls reflect a range of cultural traditions.
- Different cultural traditions are valued and children learn about a variety of religious and cultural practices in class. The school has collected a wide range of artefacts for teaching and display, which represent many of the cultures present in the school.
- Visits are made within the local community to various places of worship.
- Children with disabilities are an integral part of the school and where appropriate children are taught about their classmates' disabilities so as to foster a broader understanding, friendships and collaborative learning.
- PSHE addresses issues relating to gender and sexuality in a sensitive and age-appropriate way, and staff make every effort to use language carefully so as not to make any child feel uncomfortable or marginalised.

## Resources and Materials

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. The provision of good quality resources and materials within Blacko 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

## Language

We recognise that it is important at Blacko 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

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.

## Personal Development and Pastoral Guidance

We aim for every pupil to have access to the range of support required to enable each of them to achieve their best. This support may be provided by the class teachers, SENCo, Learning Mentor or teaching assistants. We also have good links with external agencies. If a child is the victim of a discriminatory incident, the Headteacher talks to the perpetrator and the victim in an age-appropriate way. Additional support is offered to the victim as required. The school treats such incidents very seriously and lets the victim know that what has happened to them is unacceptable. The perpetrator is asked to make an apology to the victim and the school's sanctions implemented. Whole-class discussions may take place to air grievances and reassure children that staff will protect them from discrimination.

- 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.

## Behaviour, discipline and exclusion

We ensure that the school's procedures for managing behaviour are fair and equitable to pupils from all groups.

- a. The school has a clear Behaviour Policy and there is a consistent system of rewards and sanctions across the school.
- b. The school's policy is to include, rather than to exclude children, and a considerable amount of time is given to supporting children and their families who have emotional or behavioural difficulties. Staff work closely with families and may involve appropriate outside agencies to provide support for families. The school's rate of exclusion is low.
- c. Behaviour incidents are monitored for trends.
- d. Blacko Primary School also takes its duty of care towards all teachers, children and visitors under the Health and Safety at Work Act 1974 when evaluating any behavioural issues related to a disability which may lead to an exclusion.
- e. Incidents of discriminatory behaviour, e.g., homophobic or racist abuse, are taken very seriously. A termly report is made to the Full Governing Body.

## Admissions

We follow The PENNiNE Trust and Lancashire County Council guidelines on admissions and ensure that the criteria relating to equal opportunities are strictly met. No pupil is discriminated against in the allocation of school places, and our systems ensure that pupils from all groups are effectively supported when they first start school. Any pupils requiring additional support, e.g. due to SEND or EAL, are identified early and interventions are put in place.

Whenever new children are admitted to the school the Headteacher meets with the family, shows them around the school and they, along with the School Bursar goes through any necessary admissions forms. In the headteacher's absence then the Assistant Headteacher or School Bursar would show new families around the school.

## Attendance

The school monitors pupil attendance regularly and identifies any patterns regarding ethnicity and community background. We aim to improve levels of attendance, especially for our target groups, and we work with a range of services and agencies to develop strategies for improving attendance.

## Staffing and Staff Development

Blacko Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimization. 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 recognise the need for positive role models and the 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
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality as identified in section 7.
- 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 aim to make parents and carers of our pupils welcome and encourage them to have a genuine involvement in the life of the school. Parents from all groups are invited to come into school to contribute in various ways: to talk about religious festivals; to talk about their disability; to talk about their work and achievements; to cook dishes from their culture and so on. All parents are encouraged to participate in the PTA.

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 has been/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

## 5 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 coordinating 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
- Visitors and contractors – will be aware of, and comply with, the policy

## 8 Commissioning and Procurement

Blacko 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.

## 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 given timescale.

## 10 Breaches

Breaches of the policy will be dealt with in accordance with the school's disciplinary procedures which apply when any school policy is breached. If the Race Equality Policy were to be breached, the head teacher would discuss this with those concerned and stress the seriousness of any breach of policy. In addition, the school has clear procedures to deal with racist incidents, racial discrimination and racial harassment and we ensure that these are applied promptly, firmly and consistently. Staff deal with racist incidents, racism, racial harassment, prejudice and stereotyping in line with the school's Code of Behaviour. In addition, there is a sensitive system of support available to victims of racial discrimination or harassment & racist incidents

## 5 Links to other policy documents

### Links to other policy documents

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Anti-bullying Policy
- Assessment Policy
- Behaviour Policy
- SEND Policy
- Teaching and Learning Policy

**Glossary (acronyms)**

EAL English as an additional language

February 2012

March 2014

September 2016

November 2017

November 2018

## Equality Action Plan 2018 - 2020

Action	How will the impact of the action be monitored?	Who is responsible?	Time Frame	Early Success Indicators
Monitor and analyse pupil achievement by race, gender and disability and act on any trends that require additional support for pupils	Achievement data analysed by race, gender and disability on a termly basis	Headteacher	November, April & June	Analysis of data will show the gap is narrowing for equality groups
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Positive identity will be monitored through PSHE	SLT	Ongoing	More diversity reflected in school displays across all year groups
Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading to make participation rates more reflective of the school population	Increased participation of girls in sports clubs and out of school sport activities	PE Lead	Jan 2018 Ongoing	More girls take up after school sports clubs
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg; Diwali, Eid etc	Assembly observations and PSHE observations	PHSE & RE Lead	Ongoing	Increased awareness of different communities shown in PSHE assessments
To monitor British Values within school. Promoting shared values and empathy across different cultures and beliefs.	Assemblies Trips Visitors in school Observations Lessons Curriculum Planning Reports to governors	PHSE & RE Lead	On-going	Increased awareness of different communities shown in PSHE assessments