

<u>HYNDBURN PARK PRIMARY SCHOOL</u> <u>SINGLE EQUALITIES POLICY</u>
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1. STATEMENT OF PRINCIPLES

The policy outlines the commitment of the staff, pupils and governors of Hyndburn 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; and
- 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 Hyndburn 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.

2. SCHOOL VISION & VALUES

School Vision

At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along the way. We hope to instil in each person, the desire to become the very best they can.

School Values

In our school:

We are all differently EQUAL.

We TRUST each other.

We behave with HONESTY and INTEGRITY.

We treat each other FAIRLY and with RESPECT.

We BELIEVE in ourselves and in each other.

Hyndburn Park
Dream, Believe, Achieve!

3. SCHOOL IN CONTEXT

There are 485 pupils on role at Hyndburn Park Primary School. Of which 221 are boys and 264 are girls. 76 pupils are eligible for Free School Meals. The following table highlights the ethnicity of the pupils who attend Hyndburn Park Primary School.

Ethnicity	Number of pupils
Bangladeshi	1
Indian	4
Any Other Asian Background	12
Pakistani	439
White and Asian	12
White – British	9
White and Black African	1
Any Other White Background	3
Any Other Mixed Background	3
Any Other Ethnic Group	1

The following table outlines the linguistic profile of the pupils who attend Hyndburn Park School.

First Language	Number of pupils
Arabic	3
Bengali	1
English	94
Gujarati	2
Pashto	2
Punjabi	271
Punjabi (Mirpuri)	3
Punjabi (any other)	3
Polish	3
Sinhali	1
Urdu	100
Other than English	1
Other language	1

The following table demonstrates how many of our pupils have a known disability.

Disability	Number of pupils
Asthma	61
Epilepsy	2
Autism	1
Visual Impairment	1
Bowel condition	2
Physical difficulties	5

The school is physically accessible with a ramp to enter KS1. Pupils who have difficulty accessing the dining hall downstairs join a group of pupils in the KS1 hall to have their lunch. Their meal is brought to the room and there are a number of staff to support feeding and opening packed lunches. If a pupil requires support by staff to walk down the stairs to the dining room, this will take place just before lunch time when it is quieter. Staff assist pupils who require support to access the playgrounds, toilets, cloakrooms and the office. Pupils who have difficulty in lining up with their class in the morning will be met by support staff at the office to assist them to their classrooms. At the end of the day some parents / carers meet their child at the office.

There is one child in care at present at Hyndburn Park Primary School, and two who are post-looked after (recently adopted).

4. ETHOS AND ATMOSPHERE

At Hyndburn Park 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, e.g. 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.

“Pupils really enjoy coming to school. They are enthusiastic about their learning and they value the help and support that they receive from their teachers and other adults. All the pupils who spoke to the inspector or responded to the online questionnaire would recommend their school to another pupil.” OfSTED 2017.

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 assemblies, classroom based and non-classroom based activities.

5. 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 staff and the governing body.

6. MONITORING AND REVIEW

Hyndburn Park 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 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. Attainment information is collated by ethnicity and gender and is analysed at least once a term. Attendance information is analysed at least every half term. The progress of pupils who have a special educational need or disability is analysed at least every term. It is collated and analysed by gender, their stage on the Code of Practice, Pupil Premium, attendance and ethnicity.

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 and support / intervention 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, usually via its Standards and Effectiveness Committee.

School performance information is compared to national data and Local Authority data, to ensure that pupils (and groups of 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; and
- 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.

Hyndburn Park 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 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. This involves applicants for employment, attendance at training events, disciplinary and grievance cases, and staff appraisal. All information is stored securely and is confidential.

7. DEVELOPING BEST PRACTICE

Teaching and Learning

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 and religions;
- 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 / carers 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 necessary amendments to our curriculum to work in line with new initiatives based on the needs and interests of our children;
- Make best use of all available resources to support the learning of all groups of pupils; and
- 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. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents / carers 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;
 - We 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 used throughout the school to ensure that effective learning takes place at all stages for all pupils; and
 - Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Hyndburn 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; and
- 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 Hyndburn Park Primary School is a high priority. When ordering new resources and materials we consider how they show equality. 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; and
- Be accessible to all members of the school community.

Language

We recognise that it is important at Hyndburn 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; and

- 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.

Provision for Bi-lingual Pupils

At Hyndburn Park Primary School we 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; and
- Those who 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;
- We employ two Learning Mentors to support particularly vulnerable children and families in school;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community; and
- 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; and
- 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; and
- 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
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

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 will review the policy and action plan, usually on an annual basis;
- The assistant 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. She also 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; and
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

8. COMMISSIONING AND PROCUREMENT

Hyndburn Park Primary School will ensure that we buy services from organisations that at least comply with equality legislation. This will be a significant factor in any tendering process.

9. THE MEASUREMENT OF THE 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. PUBLICISING THE POLICY AND PLAN

The policy will be made available on the school website.

11. ANNUAL REVIEW OF PROGRESS

The school is legally required to report annually on its progress and performance in respect of the policy covering ethnicity, disability and gender and to report annually on its progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report, which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

12. EQUALITY IMPACT ANALYSIS

Equality Impact Analysis is a way in which we can analyse all of our work 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.

Sarah Hansen

March 2012

Updated:

July 2017 Wendy Tracey

May 2019 Wendy Tracey

Equalities Objective July 2017 – May 2019

Objective	Lead Person	Evaluation (May 2019)
1. To ensure that resources (particularly books) are chosen that reflect a more diverse population – especially more varied ethnic groups, different types of families, and people of varying sexual orientations.	Wendy Tracey	Much good progress has been made against this objective, particularly with the purchase of books throughout school. There is now a good range of books with very positive images of a more diverse population, including different ethnic groups, asylum seekers, refugees, different types of families and people of varying sexual orientations. The resources are non-stereotypical, and sensitively chosen for the age range of children they are intended.
2. To update / create a school accessibility plan.	Jo Hardwick	This, for a number of reasons, has not been achieved and will become the key objective for the coming 14 months.

Equalities Objective May 2019 – July 2020

Objective	Lead Person	Evaluation (July 2020)
1. To update / create a school accessibility plan.	Jo Hardwick	
2. To build on the success of objective one last year, and further develop the school's resources to reflect a more diverse population.	Wendy Tracey	