

PACKINGTON CE PRIMARY SCHOOL SINGLE EQUALITY POLICY

EQUALITY AND DIVERSITY STATEMENT

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **21.9.15**

Date to be reviewed by the Governing Body **21.9.18**

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

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To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

At Packington Church of England Primary School we consider every person to be of value, irrespective of race, culture, age, ability or gender (including transgender) and want every person to be treated fairly. We believe in valuing the individuality of every person. As such we are committed to giving all children and adults every opportunity to achieve the highest of standards. We do this by taking account of pupil and staff varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children and we provide opportunities for staff development. The achievements, attitudes and well-being of all our children and staff matter.

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Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

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School Community	Responsibility
	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website and as part of a special information publication for parents. In addition, this will be signposted in our School brochure. Our Equality and Diversity action plan is attached to this document in Appendix 1 but can also be viewed on the website as a separate document.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Leicester City Council's Website: <http://www.leicester.gov.uk/equalityguidance/>

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Appendix 1. Packington Church of England Primary School - Equality and Diversity Action Plan 2017-19

Objective	Activity	When	Who	Resources	Success Criteria	Monitoring	Evaluation/Impact
To increase understanding about different religious groups. Link to SIAMS action in SDP to widen pupils understanding of diversity and difference within other faith communities	What Faiths do we have at Packington Faith Visit to Leicester - comparing Cathedral, Jain Temple, Buddhist Centre - year 3-4 FS/KS 1 - compare and contrast Holy Rood, Methodist Church - Ashby Yr5/6 - compare and contrast Holy Rood with Temple visit as part of LEBC Global workshop Widen visitors to collective worship from different faiths eg Methodist Minister, faith workshop	From Spring 18 From Spring 18 From Autumn 17 Ongoing	CP/ Staff CP /RE CP/FR	Holy Rood Church Funding for workshops	Pupil interviews / work scrutiny indicate that pupils have a greater understanding of different religions.	Governors to carry out pupil interviews and monitor work and displays.	
To increase understanding about different social groups.	Continue to Support Ashby Food Bank Pupils to Visit and work at the Food Bank Discuss the wide range of people Food Banks help Research what other organisations support people and why Develop new Link/ Project with an Inner City school Houses and Homes Project/ local study Through our year of hope look at how we can give hope to others (Macmillian/ shoebox). Consider justice and fairness issues eg disability/ famine/ global resources	Annually Feb Spring 19 Autumn 2018 Autumn 17 Summer 18	CP CP Staff CP/ staff CP/ Staff	Donations from families and local community Funding to visit School	Pupils are able to talk positively about different social groups and the diverse nature of the UK	Governors to carry out pupil interviews and monitor work and displays.	
To increase understanding about different cultural groups.	Who Lives in and around Ashby and Packington Extend visitors into school when studying different countries, traditions and faiths eg India and China- depending on topics studied Develop link with school in Trichy S India How do you celebrate - harvest, Christmas, Easter Let's Share a Song - link with Trichy Yr 5/6LEBC Global workshop visit	Spring 18 As part of topic cycle From Autumn 2017 From Autumn 2018 From Autumn 2017	Staff Staff CP/LB CP CP/RE	Funding for workshops Subsidy for Yr5/6 workshop visit	Pupil interviews / work scrutiny indicate that pupils have a greater understanding of different cultures	Head Teacher/ Governors to carry out pupil interviews and monitor work and displays.	

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To reduce the incidents of use of homophobic language.	Staff training on LGBT issues - use Leave it Out Materials. Develop policy and practice	Spring 18	CP	Leave it Out Resources	Hate Incident reports/ staff report no issues of homophobic name calling Pupil interviews indicate pupils respect and tolerance of difference and diversity	Head Teacher / Governors to monitor each term.
	Within Anti - bullying Week look at What is Bullying, How do we Challenge bullying - All different All Equal Becoming an All Together School	Nov 17/18	Staff	All together School Free Resources		
Develop Girls confidence in maths	Provide opportunities for girls to apply maths skills so that they can confidently choose from a range of strategies.	Autumn 17	CP/FR		Pupil interview/ observation and data analysis indicates improved interest/achievement More girls achieve GDS in maths esp Yr3 & 5 (2017-18)	Maths Coordinator to monitor impact of actions
	Staff training - High Expectations in Creative context	Spring 18	Staff	Inset Time		
Improve % of boys achieving GDS in reading, writing, maths in Yr2, Yr4 (2016-18 cohort)	Staff training - Alan Peat training to support the more able pupil in writing.	Autumn 17/ Spring 18	MD/RE / NK/PJ	£500	Pupil interview/ observation and data analysis indicates improved interest/achievement More boys achieve GDS	Subject leaders to monitor impact of actions
	Staff training - High Expectations in Creative context	Spring 18	Staff	Inset Time		
Ensure support for pupils at a social and emotional disadvantaged is rapidly put into place.	Update LAC and PP profiles termly - discuss in pupil progress meetings with staff.	Ongoing	CP		Data analysis, observations and discussions with staff and where possible pupils and parents indicate that gaps and barriers to learning are being filled. Feedback / observations indicate staff understanding of issues/ barriers for pupils adopted from care has	Head Teacher to monitor
	Assessment Coordinator to track pupils making slow progress and discuss support with staff	Ongoing	CP			
	Purchase PE kits for pupils who regularly are without	Autumn 18	RE	£50		
	Attachment Training for All Staff	September 17	DM			

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					improved.		
Ensure pupils with SEND or family vulnerability needs can access the curriculum/ extra curricular activities and all areas of school.	<p>Review individual needs of pupils with staff and identify areas of support and the adaptations required to enable pupils to access all areas of school life eg individual support to participate in Collective worship, visual timetable to support pupils know when it is their turn on equipment, adaptations to school uniform (sensory/ medical / SEN needs), parental involvement in residential activity, agreed use of staff carpark on an agreed basis etc</p> <p>Whole School Tier 1 Autism training</p>	<p>From Autumn 17 - on going</p> <p>October 17</p>	<p>CP</p> <p>DM</p>	<p>Funding bids made to Creative curriculum fund as required</p> <p>£175</p>	<p>All pupils with SEND, social, & emotional needs and those vulnerable or experiencing challenging circumstances are supported in school and are able to participate fully in the life of the school.</p> <p>Feedback / observations indicate staff understanding of issues/ barriers for pupils identified with ASD Needs has improved.</p>	<p>SEND Coordinator and HT to monitor</p>	