

Nateby Primary School



Single Equalities Policy

1. Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Nateby 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 Nateby 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, marital status, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Members of Nateby Primary School pride themselves on being fully inclusive and valuing all members of the Nateby community equally. Through our community events, our open door policy and our school ethos we strive to make the educational and recreational activities we offer open to all and enjoyed by all. We are however always striving to improve and make sure we maintain a continual dialogue with stakeholders to ensure we reach the highest standards of provision.

2. School in Context

Currently at Nateby School there are 40 boys and 49 girls are on the school roll. The school is arranged over four classes:

Class one -Reception/Year 1 - 22 pupils

Class two- years 2 & 3 - 28 pupils

Year 4- year 4 only- 12 pupils

Class 3- years 5 & 6 -27 pupils

The majority of pupils are from White British backgrounds and speak English as their first language. Also the majority of pupils come from families whose socio-economic circumstances are generally within the more advantaged- B ratings for Multiple deprivation Indexes, Education, Employment and Income. Due to the nature of local housing being more rural a D rating is thrown up for Living Environment but an A rating for Crime. A large percentage of Nateby pupils come from SOA wards ranking A or B in the audit.

The proportion of disadvantaged pupils is well below average. Only 4.9% of Nateby families were or had been claiming FSM in 2018/19 compared to the national average of 15.7%. These are pupils supported by the pupil premium which is funding for pupils known to be eligible for free school meals and children looked after by the local authority

3 Ethos and Atmosphere

- At Nateby School the leadership and staff demonstrates mutual respect between all members of the school community.
- At Nateby School 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.
- The displays and resources 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 externally based activities.

4 Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- The School Council
- The School Staff
- School Governors

5 Monitoring and Review

Nateby 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/students:

We record the number of pupils within our school with regard to:

- Ethnicity
- Disability
- Gender
- Free school meals (FSM)
- Children In Care
- Children with special needs.

With regard to the above groups we analyse

- Attainment data
- Attendance data
- Exclusions
- Involvement with extended learning opportunities
- Complaints of bullying or harassment

The analysis of the above data with the different groups in mind forms part of our School Development Plan.

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.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data where available, 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 before and after school clubs
- Involvement in P.E. and School Sport 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.

Nateby 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.

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 and analyse a range of profile information for our staff and governors:

For example

- Applicants for employment
- Staff profile
- Governing body profile

- Attendance at training events
- Disciplinary and grievance cases
- Staff appraisal/performance management
- Exit interviews.

All information is regarded as confidential. Staff have the right to expect that all information given will be treated in the strictest confidence.

The Previous Equality Policy identified points for development. The points and action taken are listed below.

We have identified the following issues from the analysis of the data:

- Audit identified limited resources and teaching experiences showing positive role models for gender, race, alternative family groups, sexual orientation. *School has further developed the PSHE curriculum to ensure these areas are covered. A full timetable has been put in place to address these issues in assembly. Resources have been purchased to reflect the diverse make-up of modern British. These changes have been shared with the wider community through workshops and open evenings.*
- Link with another primary school to increase pupil understanding of difference through the investigation of the following questions:
 - Who am I?
 - Who are we?
 - Where do we live?
 - How do we live together?

Due regard is given to the promotion of equality in the School Improvement Plan.

The person responsible for the monitoring and evaluation of the policy and action plan is Kathryn Riley

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

6 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.

In order to achieve this aspiration 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 pupil's 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.
- Subject lead teachers where appropriate ensure pupils have many opportunities to 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.
- 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 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.
- The school places 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 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.
- Consideration will be given to the physical learning environment, both internal and external, including displays and signage.

Curriculum

At Nateby School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to activities and clubs which recognise attainment and achievement and promote progression.

Resources and Materials.

When ordering new resources and materials we consider how they show equality.

- The provision of good quality resources and materials within Nateby 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 Nateby 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. For example, all children are invited to join after school clubs such as: cooking, rugby, gymnastics, art, tennis, dance, Writer's Workshop, Construction Club.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

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

Provision for Bi-lingual Pupils

We undertake at Nateby Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.

- Advanced bi-lingual learners.
- Use first language effectively for learning.

Personal Development and Pastoral Guidance.

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development.

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to male and female staff 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.

Staff Recruitment

All those involved in recruitment and selection are trained and are 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 qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.

- As part of the schools' commitment to equality and diversity fully involve parents in supporting 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.

7 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The head teacher 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 head teacher 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 and staff 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.

8 Commissioning and Procurement

Nateby 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.

10 Publicising the Policy

Our Policy is a public document and as such is available on our website. It is also forms part of the staff induction booklet and is signposted to new parents in school induction materials.

11 Annual Review of Progress

We understand and comply with the legal necessity for annually reviewing progress and performance in respect of this policy covering ethnicity, disability and gender and to report annually on 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.

This policy was renewed October 2021

By Mrs C L Vardey