



## **SINGLE EQUALITIES POLICY & ACTION PLAN**

**MAY 2017**

**Signed:**

**Headteacher: Alison Gibson**

**Signed:**

**On behalf of the Governing Body**

**Proposed Review Date:**

**MAY 2018**

This policy applies to all governors, staff, pupils, parents/carers, visitors and contractors. It should be read alongside other school policies, particularly, Special Needs, PSHCE, Behaviour & Discipline, Child Protection, Accessibility plan and Anti-Bullying. This like other policies supports the school mission statement and wider aims.

## **AIMS & OBJECTIVES**

In our school we aim to tackle discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others.
- Having consistent expectations of pupils and their learning
- Removing or minimizing barriers to learning, so that all pupils can achieve
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning.
- Regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures
- Making clear to our pupils what constitutes aggressive and racist behaviour
- Identifying clear procedures for dealing quickly with incidents of racist behaviour
- Making pupils and staff confident to challenge racist and aggressive behaviour

### **1. STATEMENT OF PRINCIPLES – LEGAL DUTIES**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

The policy outlines the commitment of the staff, pupils and governors of Farington Moss St. Paul's 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
- 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.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

At, Farington Moss St. Paul'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.

Our mission Statement reflects this principle

#### MISSION STATEMENT

“Learning, growing, achieving and caring together within our Christian family”.

The Aims of our School are:

- To help everyone realise their full potential
- To promote spiritual, moral and social growth
- To understand the fast changing, diverse world in which we live
- To encourage intellectual and physical development
- To learn about and live our Christian Faith
- To promote mutual respect and responsibility

And to wholeheartedly play our part, whether that part is to learn, to lead, to teach or to support others

Our school provides a place where we have high expectations to improve and where we will make a difference.

2012 Ofsted states:

Behaviour is good. It has improved around the school since the previous inspection in response to training for staff and more resources to keep pupils involved in purposeful activities.

Pupils say they recognise different types of bullying and identify some occasional 'falling out' but nothing serious. In a group discussion, pupils summed up their school as, 'Really welcoming where we all like learning together. Not everyone is perfect but we all try our best.'

Pupils are polite and pleasant. They are keen to talk to visitors and willingly accept responsibilities.

Pupils enjoy school and attendance is above average.

Pupils say they feel safe in school.

The school is a friendly community and pupils show a genuine concern for each other.

They show respect for the school's Christian ethos.

The school promotes spiritual, moral, social and cultural development well. Pupils learn about other cultures.

Support staff play an active role in most lessons. This was very evident in the Early Years Foundation Stage when supporting disabled pupils and those with special needs. Great patience and perseverance involved children in all activities. This reflects the good promotion of equality of opportunity for these pupils.

In the November 2014 Statutory Inspection of Anglican and Methodist School it was reported that; *'Behaviour and relationships are exemplary. Children are proud of their school and feel valued.'* The overall grade for the Distinctiveness and Effectiveness of the school as a Church of England school is 'Outstanding.'

*'A carefully planned programme of themes is highly effective in promoting Bible teaching, Christian values and children's spiritual development.'* *'The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.'*

*' Christian values, articulated and understood by children, staff, governors and parents are embedded in all aspects of the school's life and demonstrated in the excellent relationships between all members of the school community and its happy, well-behaved children'*

*Relationships at all levels are strong and nurturing with Christian values at the heart.'*  
SIAMS November 2014

## **2. SCHOOL IN CONTEXT**

- Currently there are 91 boys and 97 girls on the school roll
- Farington Moss St. Paul's CE School is a slightly smaller than average sized primary school when compared to Lancashire, and the national average school; the number of pupils on roll has increased over the preceding four years. Most pupils come from families whose socio-economic circumstances is broadly average, with approximately 10% of pupils coming from below average socio economic circumstances with a small minority coming from relatively affluent homes.
- Almost all of the pupils are from White British backgrounds, with only a few having English as an additional language.
- No minority ethnic groups are represented in the school staff and governing body.

The proportion of pupils with learning difficulties and/or disabilities is below average, with the number of pupils having a statement of special educational needs being average.

- The school is aware of the staff and governors who have a disability.
- The school is physically accessible. Adjustments are available to access areas.
- School is aware of and follows procedures for Children in Care within the school

## **3. ETHOS & ATMOSPHERE**

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations.

Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LEA policies and guidance. All incidents of bullying are recorded and dealt with in line with relevant school policies. The school's anti-bullying policy is reviewed annually by all staff.

- At Farington Moss St Paul's 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 for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

4. Our Single Equality Policy is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Policy to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Policy includes a plan of action to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

This policy applies to the whole school community.

Consultation and Involvement:

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We will achieve this by using the following to shape the plan:

- Feedback from the parent questionnaire, parents' evening, parent meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (pack);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body
- Use the school newsletter to update and inform all stakeholders

We will strive to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

These activities will involve disabled people, people from different ethnic communities and gender. We will

- use an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured
- involve the school council in tackling inequality and under representation where we find it. As a result of these activities we will identify gaps and prioritise actions to address them.

#### **4. MONITORING & REVIEW**

Farington Moss St Paul's 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 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, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

We collect the following information analysed by gender, race and disability information analysed by gender, race and disability

- achievement and progression
- take up of extended school provision and extracurricular activities
- incidents of race discrimination or bullying
- attendance
- Participation in Extended Learning Opportunities
- Exclusions and truancy

We have identified the following from evaluation of this information

### **2016 EYFSP Data indicates**

60% achieved GLD—53% boys 69% girls

Reading and numeracy are in line with Lancashire.

Writing is slightly below Lancashire and will be an area of priority 2016-17

Pips BASE report indicates progress in Literacy (99 at the beginning of the year-143 end of year) and in progress Mathematics (100 at the beginning of the year and 136 at the end of the year).

Literacy areas of strengths: concepts of print, repeating words and reading. Vocabulary is in line with national. Letter name recognition was low.

Mathematics areas of strengths: number recognition, quantity shape & space & numeracy

- 27% were judged to be 'exceeding' in reading, listening & attention, speaking, shape, space & measure, people & communities & technology.
- 43% were judged exceeding in understanding & self-confidence & self-awareness
- 37% were judged exceeding in making relationships
- 20% were judged exceeding in moving & handling
- 33% were judged to be exceeding in numeracy & the world
- 30% were judged to be exceeding in exploring & using media & materials

60% met the expected level of development in the early learning goal (reading, writing and mathematics) For the previous two years, the results of the EYFS Profile have been in line with the national average. In 2015-16, 60% of children achieved a "good level of development" (GLD) in the Early Learning Goals (ELG). This is slightly lower than last year, and now just under the national average, but reflects the on-entry starting points of the cohort

Most of the individual ELGs are at least broadly in line with the national figures, apart from attainment in writing for the boys which is below average. However, analysis shows improvements in the attainment of boys, for example in number and in managing feelings and behaviour, over a period of several years. This indicates a positive impact on extending challenge for the boys – something we will be keen to extend into appropriate boy friendly writing opportunities.

Analysis of the data over several years indicates that children make good progress over time, taking children's' starting points into consideration.

Phonics attainment and progress are good. Indeed provision continues to improve and includes a focus on continuing to develop a high quality learning environment, with an increased development of independence and child-initiated approaches appropriate for this age group, and continued effective use made of the outdoor learning environment.

- The trend in the percentage attaining a good level of development and APS since this measure was introduced in 2013 is in line with national.

Over time...

- Children achieve most highly in the following areas of learning/aspects
  - PSHE
  - Reading
  - Mathematics
  - Physical development
  - Understanding the world
  - Expressive arts
- Achievement in the following areas of learning/aspects is less strong
  - Writing
  - Moving & handling (fine motor skills)

Standards of attainment at the end of KS1 are in line with the national average.

### **KS1 2016 data indicates**

Standards overall in KS1 are good overall, with pupils typically make sustained progress across KS1 from their on-entry starting points.

Attainment in phonics has improved considerably over the several years, from being broadly in line with the national average three years ago, to being well above the Lancashire/national average for the last two years. Indeed a phenomenal 97% achieved the expected standard in 2015-16 (bettering the previous year's very good result of 89%). It is also worth noting, that the attainment of boys in phonics has made a huge improvement over a three year period. All of four pupils who took the recheck in Year 2 - due to not reaching the standard in Year 1 last year - attained the expected level. Results from both year groups indicate the extremely positive impact of a very sharp focus on this aspect, with very good impact evidenced.

- **Phonics** phases at the end of 2015/16...
  - 97% of pupils in Year 1 were secure at phonics phase 5 (age-related expectation)
  - 76% of pupils in Year 2 were secure at phonics phase 6 (age-related expectation)
- **Phonics** screening at the end of 2015/16...
  - 97% of pupils in Year 1 achieved the expected standard in the **Year 1 phonics screening check** in June 2016.

**School has been congratulated by the Minister of State for School Standards, Nick Gibb MP, for the very high standard of achievement in the 2016 phonics screening check.**

This represents very good progress in phonics

- Attainment on entry - PIPs Phonics and reading on entry score in September 2014 was below national average
- Attainment at the end of the EYFS in reading and phonics in 2014 was above national average - 100% were secure at Phonics Phase 3

- The trend in phonics attainment at the end of Year 1 is improving. 37% achieved full marks. 100% of girls achieved the expected standard and 92% of the boys. The marks achieved each year are improving.
- Of the 4 pupils who did not achieve the expected standard in 2015, 4 were successful in the check in Year 2 in June 2016.

### **Trend in attainment and progress at Key Stage 1**

The school's **evaluation of attainment & progress** data in KS1 and the **implications** for school improvement are:

For 2015-16, the proportion of pupils assessed as attaining at least at the new expected standard are now just above Lancashire and national averages for reading at 78%, above for writing and in line for mathematics, both at 72%. The combined result for attainment of at least expected in all of reading/writing/mathematics at 65.5% is just above with comparators.

#### Boy/girl

Girls attained better than the boys in reading, writing and mathematics in terms of attaining at least the expected standard. Notably there are proportionally more boys than girls in this cohort.

The proportions of pupils assessed as 'working at greater depth' within the expected standard in reading and in writing are just above comparator figures, with mathematics being broadly in line. Boys performed better than girls here in writing and mathematics, as no girls attained at greater depth.

These results represent for this cohort at least secure progress across the key stage, with many pupils making good progress

#### Disadvantaged pupils

Attainment and progress for those eligible for support from the pupil premium grant was broadly in line with that of their peers, within the key stage. Interventions are well used to promote progress.

#### More able

The more able pupils achieved the greater depth standard.

#### SEN

Two in year admission pupils made good progress from their starting points. They passed the Y.2 phonics re-check and made progress with reading.

#### No Children Looked After

Standards of attainment at the end of KS1 have fluctuated somewhat over the years, tending to be either in line with, or above the national averages, dependent on the on-entry profile of particular cohorts. For the last two years results have been broadly in line with the national and Lancashire figures, across in all measures – this includes for the average point score (APS) of 15.7 for 2014-15.

### **I KS2 2016 Data indicates**

Standards of attainment at the end of KS2 are above national average. This represents good progress given the children's ability on entry and their achievement at the end of Key Stage 1.

The school's **evaluation of attainment & progress** data in KS2 and the **implications** for school improvement are:

For 2016 year, the proportion of pupils assessed as attaining at least at the new expected standards are above Lancashire and national averages, with 72% attaining at least expected in reading, 83% in writing,

and 78% in mathematics. In addition, 72% of pupils' attained at least the expected standard in reading/writing/mathematics combined - again above Lancashire and national comparators. Attainment in the GPS test is also very good, with 83% attaining at least the expected standard.

Progress from KS1 to KS2 has been a rigorous area of development, with the school setting itself high and challenging targets. In preceding years, the previous measures of "two levels conversion" from KS1-2 compared favourably with national conversion rates including showing improvement over time.

Results are well above current DFE floor standards. In the school's Annual summary it was reported 'The school is to be congratulated on the impact of challenge for all pupils, including higher attainers.'

Historically standards of attainment at the end of KS 2 have tended to be either in line with or slightly above the national averages for a number of years. Improvements have been demonstrated, for example in last year's reading and mathematics. Results for writing and GPS were lower in however in 2015, and these have therefore been part of a school priority area for 15/16 and the positive results demonstrate effective action plans.

- Over the previous three years results have been consistently above floor standards.
- 2015 expected progress in English 92% and expected progress in Mathematics 96%
- 2016 expected progress in reading 72%, expected progress in writing 83%, 78% expected progress in Mathematics

#### Boy/Girl

Last year, 2015 girls outperformed boys in writing. This year 2016, boys slightly outperformed girls in reading and mathematics.

#### Disadvantaged

pupils

Analysis confirms that pupils with FSM and/or eligible for pupil premium funding make good progress from their starting points. Disadvantaged pupils are closely monitored during the year, with targeted interventions in place.

2014: the proportion of disadvantaged KS2 pupils making & exceeding progress in R/W/M was similar to that of other pupils nationally

2015: valued added in all subjects was broadly average or above for disadvantaged pupils and SEN. Proportion of L4 was equal to or above national in mathematics.

#### More able

In the small cohort of 18 one boy and one girl achieved greater depth in writing

#### Greater depth (2016)

- | School            | National     |
|-------------------|--------------|
| • Reading 22%     | national 19% |
| • Writing 11%     | national 15% |
| • GPS 27.7%       | national 23% |
| • Mathematics 22% | national 17% |

#### SEN

Pupils with SEND tend to attain and make progress at least in line with that expected of similar pupils nationally, and many make good progress. Intervention strategies have been used effectively to maximise progress.

No Children Looked After

No Other groups

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.

Farington Moss St. Paul's 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.

## **5. TACKLING RACIAL HARASSMENT**

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim
- Reprimand the aggressor and inform the victim what action has been taken
- If the incident is witnessed by other pupils, tell them why it is wrong
- Report the incident to the headteacher or deputy headteacher and inform him/her of the action taken
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in main office)
- Inform both sets of parents, if appropriate

All racist incidents are now recorded and reported to the governing body and the LEA by the headteacher. (This will be done by following the guidelines issued by the LEA).

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 other forms of bullying.

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

### **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.

We will collect the following information analysed by disability, race and gender on recruitment,

- staff composition and retention
- disciplinary, grievance, competency proceedings where they exist
- performance and seniority.

This information is confidential.

We have identified the following priorities from evaluation of this information

- We will review recruitment procedures to ensure we are doing everything possible to attract high quality teaching staff from all gender, ethnic minority groups and those with disabilities.
- We will ensure that the information we gather will be used to promote equality by embedding the evaluation of staff data, analysed by race, disability and gender, within the school self -evaluation report.

We will survey parents using a school questionnaire inviting them to tell us if they have disabilities. Those that do will be asked to join the Equality working party to share their perspective, give their views on improving access in the school in order to help continually improve practice.

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 the Headteacher

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

## **7. 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 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
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

## Curriculum

At Farington Moss St Paul's 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. Current curriculum planning for the academic year 2016/17 has focused on the exploration of the themes of Hope, Patience, Perseverance, Generosity, Humility and Faithfulness.
- 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 e.g. interactive, multi-lingual resources for an ethnic minority pupil.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

## Resources and Materials

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

The provision of good quality resources and materials within Farington Moss St.Paul's 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 Farington Moss St. Paul's 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.

## Provision for English as an additional language/ Bi-lingual Pupils

We undertake at Farington Moss St.Paul's 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 & 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
- CPD is discussed at staff appraisal meetings and when evaluating the school improvement plan.

#### 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 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. They are invited to a weekly celebration assembly, open afternoons, workshops and reading sessions.
- Parents contribute to the extra-curricular provision in 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 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

## Roles and Responsibilities.

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan. Designated governors review safe-guarding policies with the head teacher bi-annually.

- 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 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
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

## **8. COMMISSIONING & PROCUREMENT**

Farington Moss St Paul's 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 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.

### Publicising the policy

In order to meet the statutory requirements to publish a Single Equalities Policy, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## **10. ANNUAL REVIEW OF PROGRESS**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle

## 11. EQUALITY IMPACT ANALYSIS

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) 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.

### Proposed Farington Moss ACTION PLAN

Focused Objective	Responsibility	Timescale	Outcomes
To form an Equality group to obtain views of all stakeholders on Equality e.g. Awareness of policies and procedures through questionnaires and focus groups	H.T Teachers Teaching Assistants Governors Children Parents Welfare Staff	Summer 2017 – to be reviewed annually.	<ul style="list-style-type: none"> <li>- Information shared with all stakeholders.</li> <li>- Improved procedures using feedback from questionnaire and focused groups.</li> </ul>
Enrol the services of the Faith centre to broaden provision of teaching other faiths and culture	H.T	Summer 2017	<ul style="list-style-type: none"> <li>- Increased knowledge of other faiths and a better understanding of the beliefs /needs of others</li> </ul>

In line with legislative requirements we will review our published equalities information annually and evaluate the impact of actions taken against our published objectives. The objectives will be published at least every four years.

## ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Support the recruitment of disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Support the recruitment of disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action through citizenship education.

## ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

## DEFINITIONS

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

## REPORTING RACIST INCIDENTS IN SCHOOL.

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

## 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).

## GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (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 lesbophobia 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).

## Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.