

BEEHIVE LANE COMMUNITY PRIMARY SCHOOL



'Releasing the potential within all'

Single Equality Policy

2014

This is a working document which will be monitored and reviewed annually

Our Aims

At Beehive Lane we work in partnership with parents to provide children with a wide range of experiences to help them to develop as responsible individuals. This is achieved through the following aims:-

- ❖ To be friendly, welcoming and respectful to all.
- ❖ To provide a safe, caring and happy environment where every child is valued.
- ❖ To have high expectations of behaviour and achievement, to foster a positive attitude to learning and develop in all a respect for the environment.
- ❖ To foster a positive self-esteem in all and encourage independence, confidence and self-motivation.
- ❖ To be an inclusive school where everybody is encouraged to participate fully as members of the school community.
- ❖ To provide an enjoyable, creative and challenging curriculum which reflects the diverse nature of our society.
- ❖ To fully embrace Every Child Matters and to teach the children to make informed choices to keep them safe, happy and healthy.
- ❖ To develop spiritual, moral, cultural and social values.
- ❖ To enable each child to reach their full potential and to be the best!

Policy Statement

Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for Beehive Lane Community Primary School.

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

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 Beehive Lane CP School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents and governors and has been shared with the whole school community.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher . She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;

Working closely with the governor responsible for this area who is Jean Brown.

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

Promoting Equality: The ethos and culture of the school

- At Beehive Lane CP School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Beehive Lane CP School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the *Governing* body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher.

Our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- pupil tracking and EYFS profile
- pupil assessments
- reports of incidents
- multi agency reports
- inclusion in school activities (clubs, visits etc)
- Behaviour books and awards
- Rewards
- Exclusion reports
- Raise Online
- Fischer Family Trust data
- Child Protection, children in need and LAC information.

- i. and from involving relevant people (including disabled people) from the start in the following way:

Parents through consultation/review meetings, newsletter responses, headteacher's forum, suggestion box.

Pupils through a questionnaire, circle time, School Council, pupil interviews
Outside agencies with a professional interest in individuals or groups of pupils such as school nurse, social care, speech and language therapists, behaviour support, Family support worker and medical professionals.

Staff, Governing Body and Local Authority

The police and the church.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and age.

10. Equality Objectives 2010-2013
(To be kept under regular review)

| Equality objectives (focused on outcomes rather than processes) |
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| Encourage more speakers to come into school from ethnic minorities to discuss different cultures beliefs. |
| Publish Equality scheme, Behaviour and Anti-bullying policies on website. |
| Narrow gaps in reading attainment of pupils from low income families |
| Update anti-bullying and behaviour policies to ensure harassment due to sexual orientation is recognised as bullying and will incur serious sanctions. |

11. Beehive Lane Community Primary School - Equalities Objectives and Action Plan - Date of Publication April 2012 (2 Yr timescale for plan; annual monitoring)

| Objective, please give an end date/time scale to each action | Which protected group(s) will this most affect/ influence | How will we know we have achieved this objective? | Lead and other key players | Actions, please give an end date/time scale to each action | Annual Red/Amber/Green rating |
|--|---|---|---|--|--|
| <p><i>Encourage more speakers to come into school from ethnic minorities to discuss different cultures and beliefs</i></p> | <p><i>Race</i></p> | <p><i>We have had a range of speakers from different cultures and countries into school to talk to the children. The children will speak in an informed and positive way about other cultures and countries</i></p> | <p><i>Senior management team, (SMT) RE Subject Leader Governors</i></p> | <p><i>Act on advice following RE Review April 2013. Outcome from Essex R.E. Review. Spiritual, Moral, Social and Cultural provision is highly effective.</i></p> | <p><i>Green</i> <i>Hindu speaker Year 4 2014.</i> <i>Mosque visits and Imam talks 2012/13 /14.</i> <i>Polish, Romanian and Turkish Parent presentations and talks to children;</i> <i>Moulsham High input on analysing Islam and Christianity;</i> <i>Sikh element in Year 2 and 6 - studied role play and drama</i></p> |

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|--|-------------------|--|--------------------------------------|---|--|
| <p><i>Publish Equality scheme, Behaviour and Anti-bullying policies on website</i></p> | <p><i>All</i></p> | <p><i>Parents and children will have easy access to the schools policies that show zero tolerance towards discrimination</i></p> | <p><i>Office Manager, SMT</i></p> | <p><i>Develop website April 2012</i></p> | <p><i>RED</i> <i>All policies now on new website (April 2014)</i></p> |
| <p><i>Narrow gaps in reading attainment of pupils from low income families</i></p> | <p><i>FSM</i></p> | <p><i>FSM children make good progress in reading</i></p> | <p><i>SMT, Literacy Governor</i></p> | <p><i>Achievement for All, Targeted use of Pupil Premium Funding Intervention Groups. Dyslexia screening. Parent initiatives September 2012</i></p> | <p><i>Amber</i> <i>Success at end of KS2, reading results 2013. Progress of FSM families in line in Year 1 - 4 and 6 (2013) Ongoing objective of Pupil Premium</i></p> |

| | | | | | |
|--|------------|--|------------|------------------|---|
| <i>Update anti-bullying and behaviour policies to ensure harassment due to sexual orientation is recognised as bullying and will incur serious sanctions</i> | <i>All</i> | <i>Update Anti-bullying and behaviour policies to ensure parents and children are aware of schools zero tolerance towards discrimination</i> | <i>SMT</i> | <i>July 2012</i> | <i>RED</i> <i>Updated and on Website</i> |
|--|------------|--|------------|------------------|---|

12. *Beehive Lane Community Primary School - Equalities Objectives and Action Plan - new Actions w.e.f April 2014 (2 Yr timescale plan to 2016; yearly monitoring)*

| <i>Objective Please give an end date/timescale to each action</i> | <i>Which protected group (s) will this most affect/influence</i> | <i>How will we know we have achieved the objective?</i> | <i>Lead and other key players</i> | <i>Actions. Please give an end date/timescale to each action</i> | <i>Annual Red/Amber/Green rating</i> |
|--|--|--|---|--|---|
| <i>Encourage even greater range of speakers to come into school from ethnic minority</i> | <i>Race Religion Cultural</i> | <i>We have had a range of speakers from different cultures and countries and want to</i> | <i>SMT, R.E. subject leader Governors</i> | <i>Visitors Programme Monitor</i> | <i>Amber: New RE curriculum in place from Sep 2015; Range of parents and speakers / visitors from different cultures - Polish, Turkish; Mosque visits and meeting Imam; Christianity - church visits and vicar in school;</i> |

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|---|--------------------------------|---|--|---|---|
| <p>groups to discuss different cultures and beliefs</p> | | <p>encourage people from groups that have not been well represented before.</p> | | | <p>Hindu visitor focus on Diwali; Polish group with LSA; engagement with Eastern European extended families visiting school - Romanian, Polish relations; Detailed study in school of Sikh and Jewish religions (esp with topic links); wide range of festivals and cultural themes in assemblies; JAPANESE WEEK - VISITORS AND WEEK OF ACTIVITIES AND LEARNING INCLUDING LANGUAGE TUITION, CULTURAL EXPERIENCES Spring 2015.</p> |
| <p>Monitor progress of EAL and Ethnic Minority Group.</p> | <p>EAL and Ethnic Minority</p> | <p>These children will achieve as well as or better than their peers.</p> | <p>SMT</p> | <p>Effective provision management mapping to meet individual educational and social needs - stringent monitoring every half term.</p> | <p>Amber Close monitoring and stringent scrutiny of all children's progress and group analysis - termly vulnerable group scrutiny (governor and HT monitoring Committee): Success with very good progress by EAL and Minority groups</p> |
| <p>Monitor Progress of Pupil Premium children</p> | <p>Pupil Premium Children</p> | <p>These children will achieve as well as or better than their peers.</p> | <p>SMT and Governor Pupil Premium Scrutiny Committee</p> | <p>Effective provision management mapping to meet individual educational and social needs - stringent monitoring every half term.</p> | <p>Amber Stringent analysis of achievement of disadvantaged children (PP, SEN and adopted from care. Impact: excellent progress of these groups both academically, socially and attendance.</p> |