



## **Padiham Green CE Primary School– Equalities Policy 2020/2021**

Jesus said, “Come, follow me.” Matthew 4:19

Following Jesus' example, we educate and nurture all our children at Padiham Green in a loving and caring way, so they reach their full potential. As a school family, we set good examples to all our learners. Using Gospel Values, we guide everyone along the right path.

By living and learning through God, we strive to provide a secure and stimulating environment where the children enjoy school and demonstrate a desire to learn. Through the delivery of an exciting, engaging and broad curriculum, we strive to achieve the highest standards and seek to develop the full potential of every child.

As a Church of England School, we are committed to fostering Christian values and beliefs. Through God's love and guidance, we create an ethos built on our core values of love, faith, hope, thankfulness, trust and forgiveness. We encourage all our children to demonstrate compassion, care and respect for themselves, each other and to feel a sense of belonging to our school and the Church. We aim to prepare every child to be thoughtful and responsible citizens in school, the community and the wider world.

### **Statement of Principles**

Padiham Green C E Primary School is an inclusive school, working towards greater equality in the whole school community. The curriculum and teaching is used 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. This policy outlines the commitment of the staff, pupils and governors of Padiham Green C E Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means 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

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, whatever their characteristics, should feel safe, secure, valued and of equal worth. These characteristics include age, disability, gender re-assignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

At Padiham Green C E Primary School, equality is a key principle for treating all people fairly and creating a community where 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.

This policy should be read in partnership with our policies on:

- Recruitment and Selection and Staff Induction
- Anti- Bullying
- Special Educational Needs
- PHSE and Citizenship
- Teaching and Learning
- Behaviour
- Risk Assessment
- All our staffing policies, e.g. Pay, Appraisal, and Grievance

### School Context

There are 209 children on role.

### **Gender**

There are currently 110 boys and 99 girls on role.

### **Free School Meals**

The number of children eligible for free school meals is 97 or 41%. This is above the National Average of 24%.

### **Ethnicity:**

The school population is currently 96% White British.

### **SEND**

25 children are listed on the SEN register. This equates to 14% of the school population and is slightly higher than the National average.

### **CLA**

There are currently two looked after children.

## **EAL**

We currently have no children registered as having English as an Additional language

## **Socio-Economic indicators**

The school is located in an area with a deprivation indicator in quintile 5 and has a pupil base in quintile 4.

## **Staff**

The school employs 30 members of staff in total. 3 members of staff are employed by LCC catering.

Gender: 26 are female and 4 are male.

Ethnicity: All members of staff are White/British.

Disability: None

## Ethos and Atmosphere

At Padiham Green C E Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.

- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, for example, 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 Whole School Worship, Family Worship, Church services and classroom reflection areas.
- The school is committed to providing a working environment free from discrimination, bullying, harassment and victimisation.
- World faiths are studied, celebrated and displayed throughout school.

## Policy Development

Padiham Green C E Primary School aims 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. 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:

- Pupils
- Parents
- Staff
- Governors

## Monitoring and Review

Padiham Green C E 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.

The school collects and analyses a range of equality information. Regular assessments of pupils' learning are completed and this information is used to track pupils' progress, as they move through the school. As part of this process, the performance of different groups is monitored and analysed to ensure that all groups of pupils are making the best possible progress. This information is used to adjust future teaching and learning plans, as necessary. Provision mapping for each class is available; this makes provision explicit for pupils where assessment indicates that progress and attainment is not in line with expectations. The governing body receives termly updates on pupil performance and whole school data.

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.

As well as monitoring pupil performance information, the school also regularly monitors a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Monitoring activities in school enable the early identification of any differences in pupil performance and lead to the provision of specific support as required, including pastoral support. This allows the school to take appropriate action to meet the needs of specific groups or in order to ensure that all groups of pupils are making the best possible progress, intervening where necessary to ensure that no pupil gets left behind.

Padiham Green C E Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. The school aims 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.

A range of profile information for school staff and governors is collected and analysed.

- Applicants for employment
- Staff and Governing Body profiles
- Attendance at training events
- Staff appraisal and performance management
- Disciplinary and grievance cases

The school is careful to follow the guidance in the Confidentiality Policy.

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 Head Teacher.

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 monitor and moderate the impact and success of this policy.

### Developing Best Practice

#### **Teaching and Learning**

Padiham Green C of E Primary School aims to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To achieve this, the school 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
- 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

#### **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.
- The school 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
- A range of teaching methods are to be 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 Padiham Green C E Primary School, we aim to ensure that:

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

### **Resources and Materials**

The provision of good quality resources and materials within Padiham Green C E Primary 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**

Padiham Green C E Primary School recognises that it is important 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. The school undertakes 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. It is expected that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-Lingual Pupils**

Padiham Green C E Primary School undertakes 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

## **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**

Padiham Green C E Primary School recognises 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
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- 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 believe in effective partnerships with parents/carers to help all pupils to achieve their potential. To promote these, we will:

- Encourage all parents/carers to participate in the full life of the school.
- Encourage members of the local community to join in school activities
- We will explore the possibility of establishing a strong 'parent voice' which is separate to Governance and represents stakeholders representing all sections of the community. This will be developed to support the school with matters relating to its equality duties.

## Roles and Responsibilities

- The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- 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
- School 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 and the right to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- The school will take steps to ensure all visitors to the school adhere to our commitment to equality

### Commissioning and Procurement

Padiham Green C E Primary School will ensure that services are bought from organisations that comply with equality legislation. This will be a significant factor in any tendering process. The school will use suppliers and contractors approved and registered with Lancashire County Council.

### 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 and stake holders 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

Our Equality Policy and Plan will be publicised:

- In the School Brochure
- On the School Website

### Annual Review of Progress

The school will review this policy annually and publish a report with regard to performance and progress in respect of this policy, which will cover ethnicity, disability and gender. We also will report annually on the progress made in terms of improving access for disabled pupils, including access to the curriculum, physical access and access to information. This report will also formulate the basis of the annual action plan. The policy will have a life span of three years and will be reviewed within this framework.

Last review: November 2020

Headteacher: Mr Mark Dixon

Chair of Governors: Mrs D Barsby

## **The Equality Act 2010**

The requirements of the Equality Act have been introduced incrementally since October 2010. From April 2012 school has a specific duty to publish both information and objectives. The primary purpose of The Equality Act is to bring together existing equalities legislation. Primarily these are the Equal Pay Act (1970), The Race Relations Act (1976/2000), the Disability Discrimination Act (1995) and builds upon the 2006 Equality Act. The 2010 Act imposes equality duties in respect of a number of protected characteristics.

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnerships • Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation