

Equality Policy and Objectives

Signed:

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Crackley Bank Primary School

Equality Policy and Objectives

At Crackley Bank Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in.

All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

Introduction

This policy outlines the purpose, nature and management of equal access management in our school. This school policy reflects the consensus of opinion of the whole staff and has the support and agreement of the governing body.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

The Nature of Equal Opportunity

Equality of opportunity within education is a fundamental right. Without it, society will not derive the greatest benefits possible from the rich variety of human resources, which it contains. No society can claim to provide for its members an education quality, until it can demonstrate the existence of genuine equality in all areas of its educational provision.

This policy supports the provision of a secure, inclusive and purposeful environment for everyone to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this policy we outline how we can provide disability equality for all pupils, staff parents and other users with disabilities in our school.

Our school is a Dyslexia Friendly School and as such actively promotes and implements strategies to make the school environment accessible to all.

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

Eliminate discrimination;
Advance equality of opportunity; and
Foster good relations.

As an academy we understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership
- Pregnancy and maternity (for employees)

Entitlement

All pupils whatever race or gender should have equal access to education, described by legislation such as the Sex Discrimination Act of 1975, and the Race Relations Act of 1976. The Warnock Committee recommended that children with disabilities should also be fully integrated into mainstream schools and have equal access to education.

The document "The National Curriculum from Policy to Practice" published by the Department of Education and Science in 1989, when referring to children aged 5-16, states: **"The principle that each pupil should have a broad and balanced curriculum which is also relevant to his or her particular needs is now established in law. The principle must be reflected in the curriculum of every pupil. It is not enough for such a curriculum to be offered by the school it must be fully taken up by each individual pupil. The whole curriculum for all pupils will certainly need to include at appropriate (and in some cases all) stages... coverage across the curriculum of gender and multi-cultural issues".**

Aims

The school's equality policy reflects the aims of the equal access policy as follows:

To provide a broad and balanced curriculum so that each child is given opportunities to encounter and develop knowledge, skills and understanding appropriate to his/her needs.

- To develop a positive self-identity.
- To encourage the acceptance of people as individuals within society.
- To provide positive encouragement for all children to participate fully in all curriculum areas.
- To encourage high teacher expectations for all children.
- To select learning materials and resources which avoid bias, stereotyping and which reflects the multi cultural nature of our society.
- To encourage an interest in, and understanding of different cultures and societies around the world.
- To teach children that each society has its own values, traditions, customs and belief systems and to relate them to the moral codes of our society.
- To teach children to identify stereotypes of race and to be critical of them.
- To examine prejudice from experiences of the children and relate these to the wider community.

Commitment

The school is committed to:

- Actively tackling discrimination and promoting equal access and good race relations.
- Encouraging, supporting and helping all pupils and staff to reach their potential
- Working with parents and carers and with the wider community to tackle discrimination and to follow and promote good practice
- Making sure that the equal access policy and its procedures are followed.

Addressing Prejudice Related Incidents

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

Aims to Eradicate Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.

- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

Our staff will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Our staff will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

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Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

1.1 Racial equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in our curriculum and worship times, children learn about other faiths and religions.

1.2 Disability non-discrimination

Some members of our school may have disabilities. We are committed to meeting the needs of these individuals, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled people.

The school is committed to providing an environment that allows disabled staff and children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

1.3 Gender equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

We will review our data annually and put into place strategies to address any inequality issues. Actions include:

- dealing with negative aspects of behaviour;
- considering gender bias from our resources;
- making sure that our displays reflect positive role models for both genders as effective learners and achievers;
- encouraging boys to read fiction.

To make our teaching more accessible, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

1.4 The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- behaviour
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors welcome all applications to join the school, whatever background or protected characteristic a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, race, religion and belief, disability, age, pregnancy, maternity, sexual orientation or gender reassignment. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

1.5 The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; in the assembly/collective worship, for example, respect for other people is a regular theme, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern and will respond in line with the relevant policy.

1.6 The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

Implementation

This policy will be implemented by all staff, teaching and non-teaching.

All staff will be familiar and follow the Equal Access Policy and Practice at Crackley Bank Primary School.

All staff will be aware of the following equal access issues when delivering the curriculum to the children:

- Methods of delivery
- Use of language in a spoken and written context
- Composition of teaching groups
- Curriculum materials/resources used
- Methods of assessment

All teaching staff will ensure that curriculum and teaching styles and methods of assessment do not indirectly discriminate against certain groups.

All members of Crackley Bank Primary School will be treated equally and in a manner conducive to equal access.

In addition, the Headteacher will monitor the treatment of staff and children to ensure equality of opportunity.

Breaches of policy

All members of the school community are accountable to the Headteacher and the governing body for carrying out the policy effectively.

Monitoring and evaluating

The Headteacher will ensure that regular discussions are held among staff on equality of opportunity.

The Headteacher will:

- Check that an equal opportunities perspective is included in all curriculum developments. This will include the monitoring of planning webs as appropriate.
- Encourage an assessment of the special provision and facilities required to give children and staff with special needs and disabilities equal access.
- Investigate the development opportunities for staff to increase their understanding of and commitment to, the principle of equal opportunities.
- Monitor the culture and ethos of the school to ensure that children and staff are not disadvantaged by the values, norms and procedures of the school.
- Inform governors of progress and seek their comments and views.
- Review policy targets in the light of changes within the school and its wider community.

School building is:

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily. Ramps and wide doors are fitted and a lift provides access up a small set of steps to the school hall.
- We have toilet facilities which are suitable for physical impaired users of our school.
- Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school.
- We will review mobility and access issues relating to the building each years at the Governors Heath, Safety and Premises committee.

Curriculum Access

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- We are an Inclusive school.
- We are a Dyslexia Friendly School.
- Children are taught using a variety of teaching and Learning methods. Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- All staff (teaching and support) are trained in 'Assessment for Learning' and this is regularly updated.
- SEN register is kept up to date and includes details of intervention programmes offered to pupils.
- Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach and other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value Added figures help school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- ICT is used as an aid where appropriate for pupils with a specific difficulty handwriting (e.g. use of Laptop) or processing speed difficulties.
- ICT facilities will be developed to offer magnified screens, coloured backgrounds and text with suitable font and colour as well as auditory support for pupils.

Communication Between Home and School

All parents are offered the opportunity to speak to teachers to discuss pupils' progress through our school's open door policy. Written reports and interim reports are sent out annually.

Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We ensure that we encourage other disabled users of the school to become actively involved creating a community for everyone.

House Captains, Prefects and School Council Representatives are voted in place by pupils and disabled pupils hold these roles successfully.

Looking towards making things better – Evaluation

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' – to The building Learning and teaching styles Variety of methods of communication



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Equality Objectives

Gender Analysis: The girls are attaining at a higher level in the majority of subjects and making the most progress in Literacy whereas the boys are making most progress in Maths.

Objective 1: To improve the progress and attainment of boys in writing

Objective 2: To improve the progress and attainment of girls in Maths

Actions: Address Boys' Literacy stimulus and Girls' Maths stimulus to ensure that the gap between genders is addressed – see separate SDPs.

SEN Analysis: Although, as expected, the SEN pupils are attaining at a lower level than the Non-SEN pupils the progress made by SEN pupils is generally not as high as the non-SEN (although is often above the expected level of progress). Where SEN progress is high then it has significantly narrowed the gap

Objective 3: To improve the progress and attainment of SEN pupils in Literacy and Maths

Actions: Redirect the provision of Literacy and Maths SEN support – see separate SEN SDP.