



**NORTHWOOD
PRIMARY
SCHOOL**

Single Equalities Policy

Signed *V. Garrett* Vice Chair of Governors

Date: 19 November 2014

1 **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 for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through 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 Northwood Primary School equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

This policy has been drawn up as a result of discussion between different stakeholders.

1.1 **Monitoring and review**

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Headteacher and the governing body. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

2 Policy commitments

2.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including augmentative provision;
- 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 challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

2.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. 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;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

2.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality

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- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
 - Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views, and where we can we take action;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

2.4 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 to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

2.5 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, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

2.6 Promoting equality: Partnerships with parents/carers and the wider community

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;

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- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.

3 Responsibility for the policy

In Northwood Primary School all members of the school community have a responsibility for the promotion of equalities.

3.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable (please see Action Plan – (section 6));
- The actions, procedures and strategies related to the policy are implemented;
- The named governor will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

3.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

3.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported 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 equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

3.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up Northwood Primary. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.

4 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Equality and Diversity training – Governors Staff	Participation in the training. Monitoring of the number of reported diversity incidents.	Training Refresher training for staff	HT	All training completed
2	Develop monitoring procedures	Outcome data in key areas Updated list of annual policy reviews	To design and implement procedures for capturing data in areas not already captured. All information and outcomes to be stored in one place Undertake equality impact assessments	Assistant Headteacher/ SLT Assistant HT/Governors	
3	Promoting equality:- Curriculum 1) The curriculum prepares pupils for life in a diverse society. 2) There will be opportunities in the curriculum to explore concepts and issues related to identity and equality; 3) The promotion of attitudes and values that challenge discriminatory behaviour and language; 4) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles	<ul style="list-style-type: none"> • Low number of recorded bullying incidents. • Children comfortable with discussing issues of equality. • Children able to challenge discriminatory behaviour. 	Audit curriculum to ensure children have opportunities to be prepared for life in a diverse society.	SLT	

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	Promoting equality:- Achievement <ol style="list-style-type: none"> 1. implementation of strategies and interventions that narrow the gaps in achievement 2. Improvements in achievement levels for pupils with SEN and SEND 	<ul style="list-style-type: none"> • Gaps between FSM and non FSM narrowed. • KS2 School Action+ progress improved. 	<p>Intervention groups to focus on FSM and School Action + children.</p> <p>Pupil progress meetings after each assessment point.</p>	SH/SENCO	
5	Promoting equality:- Ethos and Culture <ol style="list-style-type: none"> 1. Provision is made to provide the cultural, moral and spiritual needs of all pupils 	All children have access to a curriculum that develops S, C,M and S.	<ul style="list-style-type: none"> - Planning assemblies <ul style="list-style-type: none"> – Classroom based and off-site activities - Community Build - Southern Road visit - 'I Can ' Assemblies - residential trips 	SH/AS	International School Gold Award 2014
6	Promoting equality:- staff recruitment and professional development <ol style="list-style-type: none"> 1. Provision of recruitment and selection training 2. Employment policies and procedures are reviewed and updated on a regular basis 3. Equality and diversity is embedded into contracting and procurement processes 4. Promotion of professional development opportunities 	<p>All recruiting follows policy and procedures.</p> <p>Governor minutes show regular review.</p> <p>Staff have relevant CPD opportunities.</p>	<p>Review policies in Governor meetings.</p> <p>Follow procedures during recruitment.</p> <p>Audit CPD opportunities for staff.</p>	SH/GC	

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <ol style="list-style-type: none"> 1. Encourage members of the local community to join in school activities and celebrations 2. Review communication to parents to ensure that views are heard and acted upon 3. ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome 	Participation in school events	Foundation learning services to the community to be explored and developed	SH/AS	

5 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- HSE Policy
- HT reports to governors
- Terms of reference for Governors committees
- School Development Plan

SIGNED:

DATE:

CHAIR OF GOVERNORS

SIGNED:

DATE:

HEAD TEACHER

DATE OF REVIEW:

6 Appendix

6.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• SAR	School Action Research
• SEF	School Evaluation Framework
• SIF	School Improvement Facilitator
• RAP	Raising Attainment Plan
• FSM	Free School Meals
• EAL	English as an Additional Language
• SDP	School Development Plan