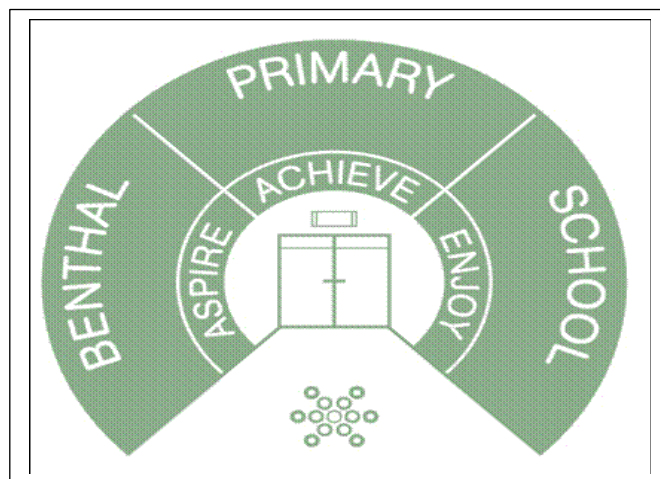


Benthal School
Equality Policy



Review Date: October 2015

Benthal Primary School Equalities Policy

The governing body of the school recognises its responsibilities in the employment of the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all its staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. This policy sets out the principles under which the Governing body of the school will operate to meet these aims.

Statement of 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 Benthal Primary 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). The Governing Body recognises the value of a diverse and inclusive workforce.

This policy has been drawn up as a result of discussion within the Governing Body and all staff. The policy has been discussed and amended through discussion with teachers and support staff, pupils and parents - the whole school community – so that it remains a living document at the heart of all we do at the school.

The Policy is in support of the 2010 Equalities Act which put into place a single piece of legislation to cover discrimination of all 9 protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion or belief or lack of belief
- Sex
- Sexual orientation
- Pregnancy and maternity

The Governing Body is opposed to any unwanted conduct relating to the protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offense environment. Such actions will be investigated in accordance to the school's procedure and may lead to formal disciplinary action.

Monitoring and Review

The staff members responsible for coordinating the monitoring and evaluation are the Senior Leadership Team who 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
- 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 in their own learning.

Promoting Equality: The ethos and culture of the school

- At Benthall Primary 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.
- All staff will have the right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles.

Promoting Equality: Countering and Challenging Harassment and Bullying

An equality policy can only be shown to be effective if its implementation is properly monitored.

- The school monitors 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 and the Learning Trust on an annual basis the number of prejudice related incidents recorded in the school.

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

Benthal Primary 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 meetings, questionnaires and informal discussion 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 up dated regularly; and that equality schemes are easily identifiable (these may be included with in the School Improvement Plan, the school's Accessibility Plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated **Equalities Governor (TBC)** 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 Head teacher and Senior Leadership team has responsibility for:

- Partnering 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
- Similarly, the training of the school managers and governors in issues of equality and discrimination is an essential part of our Equality Policy.

All school staff has 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 with particular regards to the 9 protected characteristics.
- Keeping up to date with equalities legislation
- Ensure that staff are fully trained in understanding the school equality policy and act

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. The main findings from equality impact assessments will be published for the school community and will be shared with the Governing Body.

This policy is also linked to the Behaviour, SEN, and Admissions Policy and permeates all other school policies.

This policy and action plan will be reviewed, evaluated and revised biannual

Action Plan Objective 2014-2015

Equality Objective No. 1		
To ensure that all groups of pupils make at least a satisfactory rate of progress and that any gaps between the achievement of particular groups within the school and the achievement of children nationally are narrowed year on year.		
Outcomes		Measured By
That all groups of children make a minimum of 3 APS points of progress through each academic year That all groups of children achieve standards in line with that expected nationally and where there is a gap in attainment that this gap is narrowed year on year		Internal assessment data is used to track the progress of all groups within the school across every year group Raiseonline is used to track the progress of all groups and ends of Key Stage assessments
Activity	Lead	Progress Milestones
Data is analysed termly so that the progress of all groups of children is monitored	Assessment and Inclusion Lead	Progress and achievement of all cohorts and groups of pupils are analysed termly
Analysis is shared with staff so that performance of vulnerable groups is understood	Assessment and Inclusion Lead Class Teachers	Information is shared with class teachers and also used to show whole school trends
Staff use this data to plan interventions and class teaching appropriately to ensure progress is made and gaps are narrowed	SENCO Class Teachers	This information is used to fine tune planning so that gaps are narrowed
That interventions are put in place targeted to under achieving groups in order to narrow the gap (with particular reference to Caribbean boys, free school meals, SEN)	SENCO/Class Teachers/Support Staff	Interventions are monitored to ensure progress and gaps
That staff are trained to understand data, and impact on pupils' attainment. Trained to manage and implement interventions effectively.	SENCO/Class Teachers/Support Staff	Interventions is effective and has an impact on pupils progress

Action Plan Objective 2014-2015

Equality Objective No. 2		
To have a zero tolerance to bullying across the school community.		
Outcomes		Measured By
To ensure that everyone feels safe with particular regards to the 9 protected characteristics		Recording of incidents; reporting of incidents to governors and LA termly; recording of red behaviour on SIMS diary; and reporting red behaviour and beyond to governors;
Activity	Lead	Progress Milestones
Promoting equality, anti-bullying, values & ethos through assemblies (one themed assembly per term) during anti bullying week and also when incidents occur they are addressed in assemblies, class groups etc.	SLT/SMT	That children are aware and understand what contributes to bullying and that they show respect, kindness and tolerance to each other
That children have opportunity to discuss issues through circle time in each class once per week or when major incidents occur.	Teachers	That children are able to express their feelings; show empathy to others
Promoting anti bullying week	Teachers/Leadership Team/Parents	Teaching children how to deal with bullying and also how not to be drawn in as a bystander to bullying and anti-social behaviour
Discussion with parents/carers and staff in regards to cyber bullying and e-safety policy	SLT/Parents	That children and staff understand and are aware of the impact of cyber bullying and internet safety
Training for staff in regards to bullying and safe guarding children and cyber bullying	SLT/Teachers	That teachers are competent to delivery programme of studies to pupils
Equality training	SLT/all staff	That all staff understands the protected characteristics policy and its implication for all
To carry our regular surveys from pupils	SMT (Mr Smith)	That bullying is kept to a minimum and that community views are

and the community		taken into account
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