

Elmore Green Primary School  
Single Equality Policy

This Equality Policy replaces the:

- Race Equality Policy
- Disability Equality Scheme
- Gender Equality Policy
- Equal Opportunity policy

Purpose:

The purpose of this policy is to set out Elmore Green Primary School's commitment to equality and inclusion. In addition, it details how Elmore Green primary school intends to comply with the Equality Act of 2010.

Mission Statement:

Elmore Green School has a commitment to placing the pupil experience at the heart of all its policies and procedures. Accordingly this places great emphasis on access to education and aims to remove barriers in order to create a culture of inclusiveness that is committed to challenging discrimination in all aspects of its work.

Elmore Green is determined to create an ethos where the diversity of staff and pupils is both promoted and valued and pupils' experiences are enriched. It sees diversity as being key to widening participation in both education and community. Hence it seeks to promote positive practice with all stakeholders through the seven statutory strands as detailed by the Equality of Human Rights Commission.

These are:

- Gender
- Ethnicity
- Disability
- Sexual Orientation
- Age
- Religion or belief
- Transgender

This is in line with the Equality and Human Rights Act 2006 and the establishment of the Equality and Human Rights Commission formed in October 2007 (replacing the CRO, CRE and DRC). Furthermore, it underlines the aim of the school to operate fairly in relation to differences between groups and individual in its community.

The achievement of pupils will be monitored by race, sex, age, disability, learning needs, and social background. We will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn teach and visit here.

AIMS

- To achieve the highest standards of teaching and learning for all irrespective of age, gender, physical needs, behavioural needs learning needs ethnic background, religious background, sexual orientation, cultural or social background

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- To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- To involve, as far as possible, representatives from diverse groups, within our catchment, in school life
- To consider when defining school policy and procedure the implications for different groups within our catchment
- To work with other schools in order to share strengths and seek ideas for improvement
- To seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- To deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others
- To ensure the correct and appropriate procedures are used for the recruitment of staff.

RATIONALE

Elmore Green Primary is a very mono-cultural school with the vast majority of pupils being white British reflecting the population of the local area. We do however welcome the differences and celebrate culture respecting the needs of the individual, the group and the school community as a whole. In recent year the ethnic make-up of our school population has changed and we now have approximately 10% of our pupils who are from non-white British backgrounds. We seek to share the different cultures represented by our school community, but also those from other parts of the world, in order to prepare our pupils to participate in a diverse and multicultural world.

In order for our pupils to experience a more diverse experience than our own school offers we plan to:

- Make links with schools that have a more diverse catchment in order to broaden our knowledge and understanding.
- Invite visitors into our school to describe their own faiths, beliefs and ways of life.
- The pupils in our school are taught to respect such visitors and approach these opportunities with a real spirit of enquiry.
- We encourage a sense of pride and aim to help pupils feel confident in discussing their own experiences and sharing their beliefs.

We recognise the importance of enabling all our pupils and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to all our stakeholders including: pupils, parents/carers, governors, staff and the local community.

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Some of our pupils and their families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs they have.

It is important that we encourage the active involvement of our learners and help them to understand their rights as well as respecting the rights of others. We actively engage with our community to ensure that prejudice, discrimination and stereotyping are challenged providing a harmonious working environment in which everyone feels valued.

### Definitions

We understand equal opportunities to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- Age;
- Gender;
- Physical needs;
- Behavioural needs;
- Learning needs;
- Ethnic background;
- Religious background;
- Sexual orientation.

This will influence our approach to:

- Constructing and delivering the curriculum;
- School ethos;
- Involving parents/carers and the local community;
- Developing our experiences;
- Employment;
- Access to facilities;
- English as an additional language;
- Staff well-being.

### Constructing and delivering the curriculum

#### Setting standards for all

All pupils are expected to work towards their potential - at whatever that level may be. Classroom organisation and planning must have regard to every pupil's individual needs. In order to ensure this is the case, we aim to include reference to equal opportunities through:

- Curriculum and administrative policies;
- Budget planning;
- School development planning.

In terms of academic success, we are committed to supporting the learning of children across the ability range and as such are conscious of the fair distribution of resources not only at points crucial to performance table statistics.

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Different students will excel in different subjects. As such, we continue to protect the broad and balanced curriculum to ensure that all pupils have chance to succeed and have their skills and abilities recognised.

Our assessment policy sets the standards in terms of ensuring that we have a good understanding of what our children have learnt and how we can support them in the next stage of their learning. We emphasise the importance of involving pupils in self assessment and enabling a genuine culture of consultation and involvement.

We identify trends within year groups and track the progress of individuals, increasingly using data to check that all groups within the school are achieving their potential. Analysis of test outcomes in the core subjects is a particularly useful method of highlighting any areas for development. Assessments are analysed to identify any emerging issues in relation to the performance of girls and boys, SEN pupils, disadvantaged pupils, pupils from different ethnic groups and those for whom English is an additional language.

### Curriculum Planning

All pupils have access to the full range of the curriculum including the extended curriculum. Pupils are encouraged to gain confidence in non-stereotyping curriculum areas and mixed gender or ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. Core subject leaders and the SENCO check planning to ensure that provision and resources are appropriate.

### Classroom Management

Each classroom is made equally welcoming to boys and girls with flexible seating arrangements and a variety of resources made accessible to support children in their learning.

Grouping is appropriate for specific purposes and positive discrimination is adopted in order to meet every child's rights under equal opportunities. A positive classroom ethos is developed with the use of rewards and boundaries and clear expectations for classroom behaviour.

All pupils feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

### Resources

Resources are prepared and selected which are free from gender or cultural bias and where this is not possible careful attention is paid to ensure that any relevant teaching points are made. Regular audits of resources help ensure appropriateness and relevance.

### Developing Our Ethos

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School ethos is set by the quality of relationships within a school and the sense of vision that the school has as a whole. All adults and pupils within the school contribute to our ethos. The key factors are:

- The examples they set through relationships and actions;
- The organisation of the school and the extent to which it values involvement, co-operation and consultation;
- Curriculum development and improvement with a priority placed upon maintaining the broad and balanced curriculum;
- School projects and groups which emphasise the importance of social skills and the development of self-esteem eg. Circle time and the school council.
- A positive behaviour policy where every opportunity is taken to praise reward and encourage a sense of community and shared responsibility;
- The scene set during assemblies and other collective opportunities;
- Discussion of issues with pupils as part of the PHSE and citizenship curriculum;
- Taking every opportunity to celebrate our successes and strengths as a school.
- That school and classroom ethos reflect the value placed on every individual child.
- School publications reflect our commitment to equal opportunities.

### Collective Worship

All pupils have the opportunity to participate in collective worship. Collective worship is planned according to British Values and the school values. We regularly inform and share stories, traditions and celebrations from a range of cultures and make relevant links with PHSE and the wider curriculum. Pupils are encouraged to explore questions about meaning and purpose, values and beliefs.

### Involving Parents/Carers and the Local Community

We seek to involve as many parents/carers and members of the local community in our school as possible. We encourage active involvement through:

- Written communications such as newsletters, diary dates, guides to the curriculum.
- Parents/carers open and information sessions.
- Encouraging parents/carers to volunteer to work with pupils in school.
- Parent/carer coffee mornings.
- Parent & Carers' Group - fundraising and social events.
- Attendance at celebration assemblies.
- Attendance at concerts, sporting, curriculum and theatrical events.

Where groups of parents/carers seem less well-represented in school we try to set up activities and events that will encourage them to participate. Our Parent Support Advisor (PSA) is actively involved in building bridges between school and 'hard to reach' parents/carers.

### Developing Our Experiences

Since we are a mono-cultural we need to develop opportunities to broaden the experiences of our pupils and to identify real opportunities to mix in more diverse communities through:

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- Assemblies which explain about faith or celebrate religious festivals;
- RE lessons where pupils are encouraged to share their experiences;
- Discussions during circle time where any misconception can be addressed.
- Displays around the school which reflect a range of positive images;
- Enabling groups of our pupils to visit other schools with a more diverse population;
- Inviting speakers into school from different faiths and cultures.
- Taking pupils into the local community e.g. Visiting care homes and religious buildings.
- Arranging trips within the locality e.g. local farm, art gallery and museums.

### Meeting The Needs of Groups and Individuals

There are times during the school year when specific provision will be made for pupils on the basis of their gender, religious beliefs, family background and abilities. These include:

- Single sex health & sex education lessons;
- Intervention programmes to support pupils with particular needs;
- Ensuring that the arts, sports and social skills have a high profile within our curriculum to enable less academic pupils to develop a sense of self esteem.
- Promoting an ethos of inclusion where adaptations are made and flexibility of provision is encouraged around the individual needs of the pupil;
- Adopting a multi-agency approach which seeks to support the work of other professionals whilst also taking advice and keeping informed;
- Providing and supporting parents who have difficulties with their own literacy and numeracy.

### Admissions

As a community school our Local Authority (LA) is the admission authority. Our Governing body acts in accordance with the admission arrangements determined and published by our LA.

### Equality and The Law

Elmore Green Primary School will ensure it does not unlawfully discriminate against its pupils, prospective pupils, staff, job applicants or parent/carers in the performance of its duties, policies and practices.

Discrimination means treating someone less (or more) favourably than a 'comparator'. Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it;

- Direct discrimination,
- Indirect discrimination,
- Discrimination arising from disability including failure to make, reasonable adjustments and provide auxiliary aids and services,
- Harassment

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- Victimisation

### Access to facilities

The school's access plans are reviewed and updated annually. These provide a short, medium and long-term view in order to make the school more accessible and are able to provide for the variety of physical and sensory disabilities which current and future pupils may have.

### English as an Additional Language

As a school as part of our school's funding we target pupils with any language needs. New pupils are assessed on entry and individual plans created. We regularly ask parents for information regarding home languages and also ask them to 'grade' themselves in how proficient they feel they are in speaking and understanding English. As a school we use this data to provide support to our parents should they need it.

### Staff Well Being

We pride ourselves on acknowledging the needs of staff not only in terms of their role as educators within the school but also as parents, children and individuals. As such we will try to accommodate staff requests involving family demands where appropriate and not to the detriment of the pupils in school. Guidance on absence is available separately and follows LA guidance.

We try to enable staff to judge effectively their home and school responsibilities, maintaining the drive for school improvement whilst limiting the number and duration of meetings. We aim to support staff in maintaining a healthy work/life balance and so additional school events are planned in advance through consultation.

### When It Goes Wrong - Dealing With Issues

We take pride in the way in which our pupils work together irrespective of their differences, however, on occasions, racism, sexism and bullying do occur. We acknowledge its presence and are committed to actively campaigning against it. We aim to tackle it by:

- Maintaining an overall school ethos of respect and tolerance for one another;
- Insisting upon high expectations in relation to pupils' conduct towards each other;
- Providing a range of opportunities for pupils to work together;
- Setting good examples ourselves as role models;
- Recording and addressing all incidents that are reported - incidents of racism being separately recorded along with any action taken;
- Applying our behaviour policy and appropriate sanctions when rules are broken;
- Working in conjunction with parents/carers to discuss unhelpful attitudes and difficulties with social skills.

### Responsibilities

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It is expected that all stakeholders will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability.

A spirit of fairness and openness will be encouraged and negative stereotyping prohibited.

The Governing Body will:

- Ensure that there is a Single Equality Policy in place and review its content on an annual basis.
- Assess the impact of the policy on standards attained by different groups within the school.
- Plan to increase over time the accessibility of school to disabled pupils.
- Monitor the incidence of racism, sexism or bullying.
- Give due regard to its own members and recruitment of new governors.

Senior Management will:

- Ensure the place of equal opportunities in the SDP.
- Ensure that the Single Equality Policy is kept up to date.
- Report to Governors on a regular basis.
- Record and deal with incidents of racism, bullying and other cases of inappropriate behaviour.
- Co-ordinate the curriculum to ensure equality of opportunity for all pupils.
- Apply equal opportunities legislation & guidance in the school's appointment process and general procedures.
- Monitor performance by groups of pupils.
- Monitor and formulate accessibility plans in conjunction with the Governing Body.

Class teachers will:

- Ensure the implementation of this policy within the classroom and in their own dealings with staff, pupils and the school community.
- Contribute to discussions about equal opportunity issues.
- Monitor their own procedures and routines to ensure that pupils are treated equitably.
- Refer incidents and concerns where appropriate to the headteacher.

All school staff will:

- Set an example to pupils in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others.
- Ensure that policies and procedures are implemented according to the Equal opportunities policy.
- Be vigilant for incidents of racism, sexism and prejudice and act upon them - reporting them to the headteacher.
- Encourage pupils to try new activities challenging stereotypical roles and prejudice.

Monitoring & Evaluation



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Key indicators of the efficacy of this policy include:

- The balance and profile of staff employed.
- The number of racist incidents recorded.
- The number of referral of bullying.
- The behaviour and attitude of pupils to a range of adults around the school building e.g. showing courtesy to all adults.
- The readiness of pupils to mix with one another in the playground and take part in team games.
- The readiness of pupils to work in groups with one another in class.
- The language pupils use towards one another.
- The range of displays demonstrating the variety of cultures in school, in the local area.
- The number and range of adults participating in school and social events.

The general equality duty and public sector equality duty

The Equality Act 2010 introduced a single equality duty on all public bodies, including school which is extended to all protected strands - age, gender, sexual orientation, gender reassignment, race, disability, pregnancy and maternity, religion or belief. This combined equality duty, which replaces the three previous public sector equality duties, has three main elements. In the discharge of our functions, we will have due regard for the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the act;
- Advance equality of opportunity between people who have a protected characteristic and those who do not;
- Foster good relation between people who share a protected characteristic and those who do not;

Elmore Green Primary School will tackle discrimination by:

1. Recording and reporting all racist incidents and prejudice related bullying incidents.

Elmore Green Primary School is committed to advancing equality of opportunity by:

1. Removing or minimising disadvantages;
2. Taking steps to meet the needs of pupils, parent/carers and staff;
3. Encourage participation in any activity in which participation of protected groups is disproportionately low.

Elmore Green Primary School will foster good relations by:

1. Tackling prejudice and harassment including bullying;
2. Promoting understanding between pupils from different backgrounds.

In order to comply with the requirements of the public sector equality duty (PSED) we will:

1. Collect school equality information annually - (Only schools with 150+ staff are required to publish).

The following information will be collected:

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1. Monitoring of pupils by race, gender, age and disability across a number of areas including attainment, progress and exclusions.
2. Monitoring of workforce:
  - Part-time/fulltime and the race, gender, disability and age distribution.
  - An indication of likely representation on sexual orientation, religion and belief providing that individuals cannot be identified.
  - An indication of any issues for transsexual staff, based on our engagement with transsexual staff providing that individuals cannot be identified and voluntary groups.
  - Gender pay gap information.
  - Grievances and dismissals.

2. Undertake engagement activity with protected groups annually

The school will undertake engagement activity annually with protected groups to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.

Engagement activity will include:

- a) Surveys
- b) Focus Groups
- c) School Council
- d) Parents/carers Evenings

3. Identify and publish school equality and accessibility objectives

Elmore Green Primary School will develop specific and measurable equality and accessibility objectives based on the evidence gathered and the engagement in which we have been involved.

The equality and accessibility objectives will be reviewed annually.

Every three years we will draw up an action plan within the framework of the overall school improvement plan and process of self evaluation, setting out the specific equality and accessibility objectives we shall pursue.

We will report annually on progress towards them.

4. Undertake equality analysis on the effects of school practices and policies

Elmore Green Primary will undertake equality analysis on all relevant school policies and decisions as part of the school policy review process.

5. Review of progress and impact

This policy will be reviewed by our Governing Body on an annual basis in line with legislative requirements. We will review progress against our equality and accessibility objectives annually as part of our school improvement planning.

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We will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups are making the best possible progress and take appropriate action to address any gaps.