



St James' Lanehead Church of England Primary School

Equality Policy

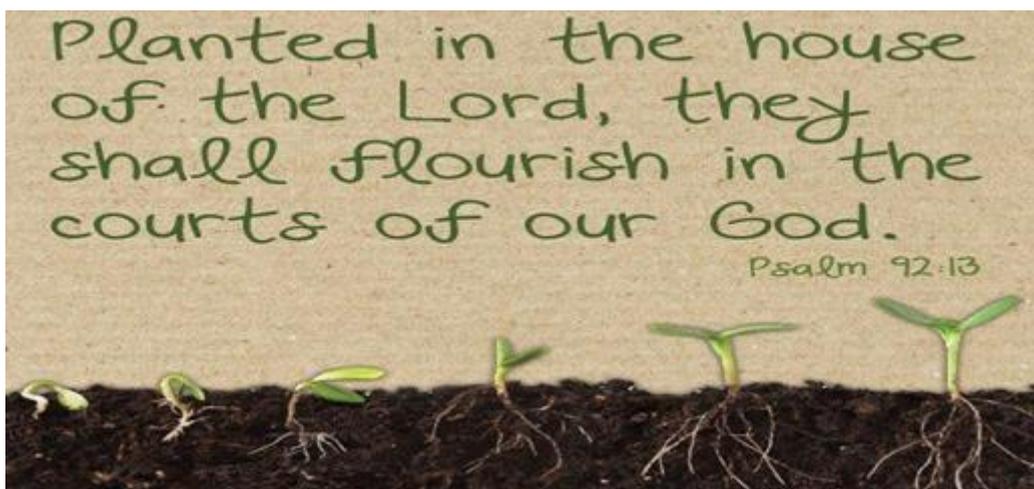
Date of Policy:	January 2018
Person Responsible:	Miss M Stott
To be reviewed:	Annually
Review Date:	January 2019



St James' Lanehead C of E (VA) Primary School

Mission Statement

Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.



Policy for Equality Duty & Equality Action Plan With Specific Reference to Accessibility and Prevent Duty 2017-19

Statement of Safeguarding Children

Our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents/carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Statement of Principles

St James' Lanehead C of E (VA) 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 policy outlines the commitment of the staff, pupils and governors of St James' Lanehead C of E (VA) Primary School, to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but 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

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, whatever their characteristics, should feel safe, secure, valued and of equal worth.

These characteristics include age, disability, gender re-assignment, marriage & civil partnerships, pregnancy & maternity, race, religion or belief, sex, sexual orientation. Definitions of these terms can be found in **Appendix A, (page 12)**.

At St James' Lanehead C of E (VA) Primary School, equality is a key principle for treating all people fairly and creating a society in which 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.

Accessibility

Our Accessibility Plan forms part of this Equality duty, as it is one of the ways in which we ensure that everyone in our school community can participate without discrimination.

Equality & Extremism – The Prevent Duty

Equality can only be promoted and achieved in an atmosphere of mutual respect and acceptance, which is why we consider the Equality Duty and Prevent Duty to be inextricably linked. In order to foster an atmosphere of equality, we aim to prevent extremism of any kind. We use the following accepted Governmental definition of extremism which is:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.”

There is no place for extremist views of any kind in our school, whether from internal sources: pupils, staff or governors; or external sources: school community, external agencies or individuals. Our pupils see our school as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this. We have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, including via PSHE. We will adopt the methods outlined in the Government’s guidance –

“Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools (November 2014) and The Prevent duty Departmental - advice for schools and childcare providers (June 2015)”

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation by:

- Making a connection with young people using a pupil centred approach;
- Facilitating a 'safe space' for dialogue;
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook September 2016 and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Ethos and Atmosphere

At St James' Lanehead C of E (VA) 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 and respect for each other's beliefs which welcomes everyone to the school.

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. 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 worship, classroom based and externally based activities.
- We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation.
- We empower children to be confident and resilient to negative influences.
- We encourage everyone in school to report any discriminatory behaviour.

Policy Development

We aim 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

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

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

School in Context

St James' Lanehead C of E (VA) Primary School, is larger than the average size primary school as seen in Lancashire and nationally. In September 2016 the school admitted children from 10 new families who had relocated during the summer, all the children have EAL. The pupils come from families whose socio-economic circumstances span all but the most advantaged band in terms of deprivation across England and Wales. The majority of pupils (57%) come from the three most deprived areas as seen across England. This number has increased again in 2016-17 by 6%. Despite this the number of pupils eligible for Pupil Premium (PPG) has decreased slightly (by 1.7%) in 2016-17; though remains in line with the Lancashire and national averages. The number of PP pupils is not evenly spread across year groups and the school takes this into account when planning provision and deploying staff. In 2017-18 the Year 2 class will have 32% PPG pupils and Year 6 will have 28% PPG. As a staff we will carefully monitor the progress of these groups of pupils in terms of end of Key Stage assessments.

The majority of the pupils (87%) are of White British heritage. There has been a further increase to 7% of the number of pupils for whom English is as an additional language (EAL); the majority of these pupils will be in Year 2 in 2017-18. The proportion of pupils with SEND has increased again in 2016-17 and is 5% higher than the Lancashire average.

Attendance 2016-17 was 96.3%.

In more detail:

Classes:

9 classes, 4 single age and 5 mixed age classes.

Socio-economic background:

Over the last 3 years there has been an increase in the number of children living in multiple deprivation bands D and E and a decrease in the more affluent bands.

Ethnic heritage:

87% of the children in school are from white British background. 7% of pupils who have English as an additional language (EAL). There is a growing trend in the school with children from different backgrounds e.g. in the current year two class there are seven different languages spoken. We have had many families joining the school with very little English as a first language. 280 pupils on roll (full capacity).

Gender balance:

51 % of the school are boys

FSM6 %:

19.27% which is below Lancashire (23.1%)

SEN %:

13.81% which is in above Lancashire (10.1%)

Attendance:

96.3 % (September 2016 – July 2017)

Mobility:

Mobility is lower than Lancashire averages, 9.8 % inward, 4.36 % outward

Staff:

We have 22 members of staff in total.

Gender:

18 are female and 4 are male.

Ethnicity:

Ethnicity	No of Staff
White British	13
Any other white background	1
Asian Pakistani	5

Disability:

We currently have a member of staff with a disability.

Monitoring and Review

We collect and analyse a range of equality information.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

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, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities
- Online incidents
- Internal isolation

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

We collect and analyse a range of profile information for our staff and governors:

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

We are careful to follow the guidance in our 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 Headteacher.

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 moderate the impact and success of this policy.

Developing Best Practice

Teaching & Learning

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

Provide positive examples of all groups of people, challenging stereotypes and celebrating the contribution of all humankind to a pluralistic society.	Provide equality of access for all pupils to a broad and balanced curriculum and quality resources, both in school and on visits, having due regard for their individual needs and differences.	Use teaching methods, language and materials which deal sensitively with diversity and difference, ensuring that all people feel valued and develop high self-esteem.	Teach children to question, to be advocates and to challenge their own viewpoints and those of others leading to justice and equality at school and in the wider world.
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These aims apply to all who work with our children, both in school and on visits.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. To achieve this, we will:

Follow all recruitment and selection procedures strictly, using staff and governors who are aware of how to avoid discrimination, bias and preconception.	Encourage the career development and aspirations of all staff with due regard for personal need and the development of the school as a diverse community.	Provide staff induction and development for all, which increases the awareness of different groups of pupils and their needs, so promoting appropriate provision.	Distribute staff within school wherever possible, so that there is a balance of staff from different groups at each stage of a child's schooling. e.g. male / female
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Employment policy and procedures are reviewed regularly to check conformity with legislation.

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:

Ask parents, carers and the community for their feedback in order to tailor what we do to their needs and those of the children.	Have due regard for individual communication needs in our contacts with parents, carers and families.	Encourage all parents and carers to participate in the life of the school wherever possible by offering flexible opportunities.	Work with the local community to offer access to all groups of people to a range of events, activities and services.
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In all these things, the safety & interests of the children are paramount.

Roles and Responsibilities

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan

The head teacher 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 head teacher has day-to-day responsibility for co-ordinating the implementation of this policy

Our 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, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

We will use, wherever possible, suppliers and contractors approved and registered with Lancashire County Council and Total Property Management (Blackburn Diocese Board of Education).

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 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 and Plan

- Our Equality Policy & Plan will be publicised:
- In our School Brochure
- On the School Website

Copies for a small charge will be made available to all parents / carers and interested parties who contact the School Office.

We will review our POLICY and ACTION PLAN annually, producing an annual report. The Action Plan (Appendix A) incorporates an annual audit which measures impact (Equality Impact Assessments), and sets targets which span a three year period, (short, medium and long term).

Last review:

Headteacher) _____

(Chair of Governors) _____

Appendix A: Definitions

Age

This refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.

Disability

A person has a disability if she/he has a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex

Marriage & Civil Partnerships

Marriage is a union between a man and a woman. This definition is set out in the Equality Act 2010. Civil Partnership is the legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Pregnancy & Maternity

Pregnancy is the condition of being pregnant.

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Race

Race refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Religion or Belief

Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism).

Sex & Gender

Gender includes the wider social roles and relationships that structure men's and women's lives. These change over time and vary between cultures. Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sex refers to biological status as male or female.

Trans

The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people, transvestite/cross-dressing people and rognyn/polygender people, and others who define as gender variant.

Transgender

An umbrella term, for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

Transsexual

A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010.

Sexual orientation

This is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Action Plan

Our Action Plan aims to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

Priority Area 1: Sex & Gender

Current Position:

We encourage both boys and girls to participate in all activities, however there are still some stereotyped views of what boys should do/like and what girls should do/like.

Our tracking shows that boys still do not perform as well as girls, in Writing, whilst Girls do not perform as well as boys in Mathematics.

We continue to question whether the learning experiences offered are interesting and motivating for both sexes.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2017)	<ul style="list-style-type: none"> To narrow the gap between boy's and girl's achievement in Writing and Mathematics. To minimise the expected stereotypes of what each sex should do or like. 	<ul style="list-style-type: none"> Training accessed by English & Mathematics leaders. Staff training on stereotypical language and examples and avoid 'stereotypical' rewards etc. 	<ul style="list-style-type: none"> Look at the tracking of boys' and girls' Writing and Mathematics to see if the gap is narrowing. Interviews with children to assess attitudes.
2 Years (01.2018)	<ul style="list-style-type: none"> Actively promote opposing expectations and ensure library books reflect this. Ensure that gender stereotypes are avoided in all areas of school life e.g. the PTA. 	<ul style="list-style-type: none"> Plan topics which are diverse and motivational for all. Consider teaching strategies and lesson structure in light of research about how different children learn. 	<ul style="list-style-type: none"> We will have a year's plan which clearly shows a broad and balanced choice of topics. Evidence of displays and resources actively promoting opposing expectations.
3 Years (01.2019)	<ul style="list-style-type: none"> To eliminate the gap in achievement between boys and girls. 	<ul style="list-style-type: none"> Continuation of the above and addressing any other issues as they arise. 	<ul style="list-style-type: none"> Tracking of pupil progress and achievement. Pupil questionnaires.

Review:

Priority Area 2: Disability (Accessibility Plan)

Current Position:

- We are an inclusive school and make reasonable adjustments for any disabilities.
 - Our main entrance is unable to have a ramp leading to the door. However, there is a ramp which allows access to school through the Foundation Stage should this be necessary.
- We work with external agencies to provide expertise and equipment for children, staff and visitors who require support.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2017)	<ul style="list-style-type: none"> • To be aware of any health and safety issues as they arise. • To maintain a clutter-free, accessible school. • The views of pupils, parents and staff are fed into future plans. 	<ul style="list-style-type: none"> • Include 'HEALTH and SAFETY' as an agenda item on every staff meeting. • Perform a half termly premises check to address accessibility issues. • Ask pupils, parents and staff for any suggestions of how to make the building more user friendly. 	<ul style="list-style-type: none"> • Review of staff meeting minutes to ensure items raised are addressed. • Half termly premises check presented to site supervisor and hard copy kept in office. • Compare the same questionnaire 12 months later to assess impact.
2 Years (01.2018)	<ul style="list-style-type: none"> • Signage is clear and at an appropriate height etc. • Paint scheme throughout, simple and not distracting. • Parent/pupil/staff views responded to as appropriate. 	<ul style="list-style-type: none"> • Audit current signs, purchase and re-affix as necessary. • All areas to follow the same neutral paint scheme as they are refurbished. • Views fed into any plans as appropriate. 	<ul style="list-style-type: none"> • Governor's premises committee to audit and report. • Liaise with property services to audit need. • Continue to ask for feedback from pupils, parents and staff.
3 Years (01.2019)	<ul style="list-style-type: none"> • We are working with a range of external agencies which supports our SEND pupils. 	<ul style="list-style-type: none"> • Audit of external agencies work with pupils 	<ul style="list-style-type: none"> • SEND Governor to feedback to Governors.

Review:

Priority Area 3: Race, Religion or Belief (Prevent Duty)

Current Position:

- We are a school in a predominantly Asian area; we do have visitors from other ethnic backgrounds in school.
- Children are taught about a variety of peoples and places and we need to consider how these are presented.
- We need to continue to increase opportunities for our children to experience positive encounters with other children from a variety of races and backgrounds.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2017)	<ul style="list-style-type: none"> • We respond pro-actively to offer positive examples of races and creeds in the face of emerging negative media stereotypes. • Eradicate any unintentional stereotypical language in school. 	<ul style="list-style-type: none"> • Carefully select images and examples of races and ethnicities. • Staff training on stereotypical language and examples and avoid 'stereotypical' language. 	<ul style="list-style-type: none"> • Learning walks around school to monitor displays and images chosen. • Staff training delivered and an intolerance of stereotypes evident.
2 Years (01.2018)	<ul style="list-style-type: none"> • Children socialise with other children from a variety of races and backgrounds. • Establish link with a school in another contrasting country. 	<ul style="list-style-type: none"> • Arrange exchange visits with a local school of contrasting racial background. • Continue to work with 'twinning' organisation to establish a link. 	<ul style="list-style-type: none"> • Visits will have been arranged and records kept of the activities engaged in. • Successful link established; emails e.c.t. exchanged.
3 Years (01.2019)	<ul style="list-style-type: none"> • Staff and Children's attitudes to others of any race or ethnicity are positive and considered. 	<ul style="list-style-type: none"> • Include focused PSHE and circle time, to draw on children's experiences and attitudes. 	<ul style="list-style-type: none"> • Staff meetings to discuss how attitudes are manifesting themselves. • Incident logs scrutinized.

Review:

Priority Area 4: Sexual Orientation

Current Position:

- We are aware of having children in school from families with same-sex partnerships.
- We currently do not have staff in school from different sexual orientations.
- We have images of different families around school but we do not currently have, but we need to ensure that equality in this area is solid.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2017)	<ul style="list-style-type: none"> • Ensure that any member of the school community, who from the LGBT community, or who has parents in the LGBT community, feels as comfortable as those who do not. 	<ul style="list-style-type: none"> • Be vigilant about noticing and addressing any language or actions, which make those associated with the LGBT community feel uncomfortable or marginalised. 	<ul style="list-style-type: none"> • Ask members of the school community if they have heard or seen actions which might have caused themselves, or other people, to feel uncomfortable. (Questionnaire)
2 Years (01.2018)	<ul style="list-style-type: none"> • The self-esteem, health and wellbeing of those associated with the LGBT community is robust. 	<ul style="list-style-type: none"> • Pro-actively affirm that we are all able to love and be loved and that we are free to love who we wish. 	<ul style="list-style-type: none"> • Look at policies and plans to ensure this message is included in our practice.
3 Years (01.2019)	<ul style="list-style-type: none"> • Resources in school include positive images and references to the LGBT community, (e.g. incidentally in story books etc.) 	<ul style="list-style-type: none"> • Source resources which include the LGBT community, without being about the LGBT community, (i.e. the LGBT community is represented.) 	<ul style="list-style-type: none"> • Audit of resources.

Review:

Equality Impact Assessment

How well is our policy & action plan working for all groups?

Priority Area 1: Sex & Gender

Review:

Priority Area 2: Disability

Review:

Priority Area 3: Race

Review:

Priority Area 4: Religion or Belief

Review:

RE leader will report to Governors at Summer full Governors meeting and we are still awaiting the new curriculum from Blackburn Diocese.

The introduction of the Prevent Duty has led to increased work on SMSC, in particular democracy, rule of law, individual liberty & mutual respect and tolerance of those with different faiths and beliefs. This is now included specifically in the School Improvement Plan including the promotion of Circle Time to promote discussion around these issues and to deliver positive messages. Mrs Ellidge is a Teacher Ambassador for the Parliamentary Education Service.