

## **Hornby St Margaret's Primary School**

"It is the aim of the school to develop the academic potential of each child: and to cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure Christian environment."

### **Single Equality Policy**

This Single Equality policy outlines the commitment of the staff, pupils and governors of our 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 (or within the wider school community), whilst celebrating and valuing the achievements and strengths of all. The wider school community includes:

- Pupils
- Staff
- Parents and carers
- Governors
- Multi-agency staff linked to the school
- Visitors to school and volunteers in school
- Students on placement
- Staff and volunteers involved in extended learning opportunities (eg sports helpers, coach drivers)
- Applicants for school places and for both voluntary and salaried roles within the school
- Suppliers of goods and services to the school (commissioning and procurement)

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. We will work to exclude any form of discrimination based on gender, ethnicity, disability, religion or belief, sexual orientation, age, status as Gypsy, Roma, Traveller, refugee or asylum seeker, or any other recognised area of discrimination.

### **Monitoring and Review**

We consider the possible influence of disadvantage or discrimination as we monitor pupil performance, attendance, exclusions, truancy, levels of parental involvement, participation in extended learning opportunities, any involvement with bullying, discrimination or extremism, and any other impact, across the whole school community.

These monitoring activities enable us to identify issues and provide specific support as required, including pastoral support. This will allow us to take appropriate action to meet the needs of specific individuals or groups in order to make necessary improvements.

We collect and analyse a range of profile information for staff, governors, applicants for employment, attendance at training events, career development, disciplinary and grievance cases, and staff appraisal and performance management, with due regard to confidentiality.

Any areas identified as requiring improvement will be included in the School Improvement Plan.

### **Developing Best Practice**

#### **Learning and Teaching**

Our teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values (including "British Values") that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, and promote justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- Where appropriate, promote and celebrate the contribution of different cultures to each subject taught
- Seek to involve all parents and other carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age, status as Gypsy, Roma, Traveller, refugee or asylum seeker, or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

### **Curriculum**

We aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

### **Resources and Materials**

The provision of good quality resources and materials is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of our school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for best value.

### **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or promote stereotypes
- does not offend
- creates and enhances positive images of the particular groups identified in this document
- creates the conditions for all members of the school community to develop their self esteem
- uses accurate language in referring to particular groups or individuals and challenges instances where this is not the case

### **Provision for Bi-lingual Pupils**

We will undertake, when required, to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Advanced bi-lingual learners

### **Personal Development and Pastoral Guidance**

- All pupils, staff, parents, carers, and members of the wider school community, will be given support, as appropriate, should they experience discrimination.

- We recognise that perpetrators may also be victims and require support.
- Emphasis will be placed on the value that diversity brings to the school community
- Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community, including through the use of volunteers, peripatetic teachers, sports helpers, and links with other schools and organisations

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Note:**

Under the Equality Act 2010, we recognise that, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However this would not apply for all staff in school.

In addition, there are also instances in which a post will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### **Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher 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 headteacher has day-to-day responsibility for co-ordinating the implementation of this policy

### **Annual Review**

The policy and its effectiveness will be reviewed annually.

## SCHOOL ACCESSIBILITY PLAN 2018 onwards

Curriculum Access
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**To overcome potential barriers to learning and assessment for individuals and groups of pupils.**

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES  (particularly teaching and learning		
Concerns regarding specific pupils' learning.	<ul style="list-style-type: none"><li>Data on attainment</li><li>Anecdotal teacher reports</li><li>SENDCO reports</li></ul>			<ul style="list-style-type: none"><li>Improvement in attainment and achievement</li><li>Methods developed to improve teaching and learning in specific children highlighted in SEN reports and SEN action plan.</li></ul>		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<ul style="list-style-type: none"><li>Training for staff re: new approaches – COGMED program</li><li>Purchase of specific website logon</li><li>Staff to plan teaching time to release TA for focus work</li><li>Develop/review system for monitoring progress. Analyse feedback from IT system</li></ul>	SENDCO	Autumn/spring	£	Budget	<ul style="list-style-type: none"><li>Staff are clear on how to use and get the best from COGMED.</li><li>Programme ready for use on computers</li><li>Pupils actively involved in learning with TA support.</li><li>Resources purchased and being used to good effect</li><li>Policy and systems updated and in evidence throughout school day.</li></ul>	<ul style="list-style-type: none"><li>Cogmed website used previously for specific children.</li><li>To be reviewed at the beginning of each term.</li></ul>
	K SR	ongoing	£100			
	Class teachers	Spring/ Summer 2019	£			
	TOTAL COSTS		£100			
PROCEDURES FOR MONITORING ACTIONS			PROCEDURES FOR MONITORING IMPACT			
<ul style="list-style-type: none"><li>Termly review by SENDCO</li></ul>			Termly report to Governing Body committee			
INTENDED IMPACT (see overall target)						
Improved pupil behaviour and enhanced learning						



## Information

To improve the accessibility of information for children and young people with disabilities and their parents.

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
Availability of written material in alternative formats.	Audit of current documentation has demonstrated a gap in the school's ability to provide material in suitable alternative formats.			The school needs to make itself aware of the range of formats available and also of any services available from the local authority to assist with this task.		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<ul style="list-style-type: none"> <li>Continue to monitor and improve website information and alternative formats</li> <li>Consult with re enhancements to website</li> <li>Ensure GDPR materials are available in alternative formats</li> </ul>	Headteacher IT technician	Summer 2018 ongoing	Tech time included in SLA already		<ul style="list-style-type: none"> <li>Delivery of information to children and young people with disabilities and their parents improved.</li> <li>Increased involvement in school activities by parents, children and young people with disabilities.</li> </ul>	Monitor in summer 2020.
		<b>TOTAL COSTS</b>				

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
<ul style="list-style-type: none"> <li>Monitoring by governors committee.</li> </ul>	<ul style="list-style-type: none"> <li>Governor website review</li> </ul>

INTENDED IMPACT (see overall target)
School able to respond quickly and effectively to requests for information in alternative formats.