

Greenmount Community Primary School
**SINGLE EQUALITIES
POLICY**
February 2012

Policy Review

This policy has been adopted from the Isle of Wight Council and will be reviewed by the Governing Body on an annual basis.

Signature..... Head teacher Date.....

Signature..... Chair of Governors Date.....

1 Document Information

Title:	Single Equalities Policy (replaces previous race, disability, gender equality policies)
Status:	Final
Current Version:	1
Author:	Rosie Barnard, Lead Officer Equality and Diversity Human Resources, Resources Directorate ✉ rosie.barnard@iow.gov.uk ☎ (01983) 821000 ex 6286
Sponsor:	Richard May - Headteacher Greenmount Community Primary School ✉ head@greenmount.iow.sch.uk ☎ (01983) 562165
Consultation:	
Approved by:	Governing Body
Approval Date:	
Review Frequency:	Annual
Next Review:	

Version History		
Version	Date	Description
1	February 2012	Draft for consultation
	March 2012	For approval

2 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 Greenmount Community 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.

2.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the headteacher, the governing body with support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- 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

3 Policy commitments

3.1 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;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in Greenmount Primary 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

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils, staff, volunteers and students at the school, 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.

3.3 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;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality

- 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.

3.4 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.

3.5 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.

3.6 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;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

4 Responsibility for the policy

At Greenmount Community Primary School, all members of the school community have a responsibility for the promotion of equalities.

4.1 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 page 10);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities 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

4.2 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

4.3 All Greenmount Primary 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.

4.4 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 Greenmount Community Primary School. 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.

5 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Equality and Diversity training – Governors Staff	Participation in the training (new staff/Govs) and updates (existing staff) Monitoring of the number of reported diversity incidents.	Identification and purchase of online training package for Govs and staff Completion of online training Record of certification retained by admin	HT/DHT/ safeguarding lead governor	Training package in place by Sept 13 – staff/Govs identified and trained
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	HT/DHT/SLT HT/DHT/ Governor/ lead officer for E&D	
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	The curriculum offers coherence and progression in the development of skills and attitudes necessary to thrive in a diverse society. Resources reflect and support tolerance and acceptance of difference across the SMSC range, allowing for constructive discussion and clear delivery by school staff. Linked to SEF: Quality of Teaching Achievement	Review curriculum content to ensure the promotion of diversity and the school's stated values, including resources used Review PSHE and SRE delivery to establish opportunities for planned input around identity issues. British Values – 'Big Think' Fridays Improvement work based on the findings of review	HT/DHT, SLT	Reviews complete by July 12 Improvements complete by December 12 – review impact July 2016

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:- Achievement</p> <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 	<p>All staff have received ASD/SLCN training and are ready to work alongside provision staff from Sept 12</p> <p>The resourced provision is open and staff/pupils are integrated into the life of the school</p> <p>The register of pupils with SEND accurately describes individual needs and is used as a working document to guide resourcing and intervention</p> <p>EHCPs are in place for SEND pupils and accurately target their needs. They are used as working documents to ensure good progress for individuals</p> <p>Improved evidence of tracking data to support narrowing the gaps between different groups</p> <p>Linked to SEF: Quality of Teaching Achievement</p>	<p>Deliver whole staff training around Autistic Spectrum Disorder and Speech, Language and Communication Needs in preparation for hosting Resourced Provision in September 2012</p> <p>Review provision for SA+ and statemented pupils, reassessing the balance between SEND intervention and quality first teaching and ensuring that delivery by TA staff is well planned and delivered</p> <p>Regularly revisit the SEND register to ensure accuracy of need/provision and that children are not underachieving</p> <p>As with target setting, strengthen IEP writing to ensure targets are appropriate and aspirational</p> <p>Ensure that IEP targets, together with formal assessment/AfL inform teacher planning and delivery</p>	<p>HT/DHT, SENCO, Ann Ross (Governing body SEN)</p>	<p>Half-termly Pupil Progress meetings</p> <p>End of Phase data analysis</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> <li data-bbox="280 288 633 480">Foster good relationships between all members of the school community, including pupil voice (through school council activities) <li data-bbox="280 746 674 858">Promotion of a welcoming openness and tolerance by both staff and pupils <li data-bbox="280 1050 674 1161">Provision is made to provide the social, cultural, moral and spiritual needs of all pupils 	<p>All those involved in learning at Greenmount are happy to share and question practice, to pass on skills and support improvement</p> <p>Parents/carers are supportive of – and aspirational for – their children and make good use of the school’s facilities</p> <p>Work together to eliminate discrimination, promote equality and foster good relations between all attending, working and being a part of the school.</p> <p>The school’s environment supports tolerance and equality between members of the learning community, both in terms of accessibility/display and staff/pupil behaviours</p> <p>The school’s curriculum offers opportunities, both taught and caught for the development of children’s social, moral, spiritual and cultural understanding of the world</p> <p>Linked to SEF: Quality of Teaching Behaviour and Safety Achievement</p>	<p>Share good practice within school and beyond Develop school leadership team’s capacity to coach staff Develop role of school council and house captains Further development of parental link/commitment to learning community</p> <p>Pupil Voice</p> <p>Audit current displays linked to equality and tolerance and revise if needed Purchase and develop visual resources for the above Monitor behaviour and conduct of pupils, staff and volunteers, with a specific focus on tolerance and supportiveness</p> <p>Through the ongoing review of planning and curriculum coverage, especially RE and PSHE, ensure opportunities are identified for SMSC learning and teaching. Promote the importance of these elements across the curriculum/in all lessons. Make explicit reference to the school’s values wherever appropriate in the environment and in learning/teaching</p>	HT/DHT, SLT, SENCO, Govs	<p>End of academic year Parent questionnaire analysis</p> <p>End of academic year children questionnaire analysis</p> <p>Half-term analysis of Golden Ticket</p> <p>New Curriculum embedded by end of year 2015/2016</p>
Single Equalities Policy 2012 February vs 1		Internal use – Policy			Page 11 of 15

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
6	<p>Promoting equality:- staff recruitment and professional development</p> <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 	<p>Achievement of Safer Recruitment that reflects the requirements of the Equality Act 2010</p> <p>Adoption of LA Policies</p> <p>Linked to SEF: Leadership and Management Quality of Teaching Behaviour and Safety Achievement</p>	<p>Safer Recruitment training for Assistant SBM</p> <p>Adoption of LA Policies</p> <p>Governor/SLT review of current practice and policy</p>	<p>HT/DHT, Chair of Govs, SBM and assistant SBM</p>	<p>Review end of academic year</p>
7	<p>Promoting equality:- countering and challenging harassment and bullying</p> <ol style="list-style-type: none"> 1. Promotion of acceptable behaviour policies and guidance 2. Reporting of diversity incidents to the local authority and governing body 	<p>The school's policies for behaviour, bullying and equality are regularly reviewed, shared and understood throughout the learning community</p> <p>Incidents are reported to the LA in a thorough and timely fashion</p>	<p>Policy review, dissemination and monitoring of impact – ensure all staff have read</p> <p>On line reporting facility used when necessary and half termly returns made</p>	<p>HT/DHT</p>	<p>Half termly return</p>

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 	<p>Parents/carers are supportive of – and aspirational for – their children and make good use of the school’s facilities</p> <p>Increased positive feedback on parent questionnaire and Gold Ticket forms</p> <p>Linked to SEF: Leadership and Management Quality of Teaching Behaviour and Safety Achievement</p>	<p>Further development of parental link/commitment to learning community, promoting school activities in the wider community</p> <p>Family Learning</p> <p>Pupil Forum meetings once a term</p> <p>Home/School Agreement</p> <p>Further development of the school website</p>	HT/DHT, SLT	<p>Review termly</p> <p>Impact analysis end of academic year</p>

6 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

7 Appendix

7.1 Glossary of Terms

<ul style="list-style-type: none"> • Equality Act 2010 	40 years of equality and diversity legislation developed and combined into a single piece of legislation
<ul style="list-style-type: none"> • SEAL 	Social and Emotional Aspects of Learning
<ul style="list-style-type: none"> • SEN 	Special Educational Needs
<ul style="list-style-type: none"> • KS 	Key Stage
<ul style="list-style-type: none"> • EIA 	Equality Impact Assessment
<ul style="list-style-type: none"> • SIP 	School Improvement Plan
<ul style="list-style-type: none"> • SEF 	School Evaluation Framework
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • SAR 	School Action Research
<ul style="list-style-type: none"> • SEF 	School Evaluation Framework
<ul style="list-style-type: none"> • SIF 	School Improvement Facilitator
<ul style="list-style-type: none"> • RAP 	Raising Attainment Plan
<ul style="list-style-type: none"> • FSM 	Free School Meals
<ul style="list-style-type: none"> • EAL 	English as an Additional Language
<ul style="list-style-type: none"> • SDP 	School Development Plan