



Fulwood & Cadley

**Single Equalities
Policy**

2021-22

'Wish it, Dream it, Do it. Be Unique.'

SINGLE EQUALITIES POLICY AND ACTION PLAN

Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Fulwood & Cadley 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 should feel safe, secure, valued and of equal worth.

At Fulwood & Cadley 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.

Fulwood and Cadley Equality Statement

Everyone at Fulwood & Cadley is Equal

Here in school everyone is treated with fairness and as equals. The staff treat all pupils regardless of gender, race or abilities with respect and in turn so to do the children. Towards both their peers and staff.

Evidence and examples of this :-

- All children wear school uniform. Girls and boys can choose to wear trousers or skirts.
- All after school clubs are for boys and girls.
- All pupils share in jobs around school and classroom monitors and are chosen on a rota system.
- All children are treated the same by members of staff.
- Children who cannot speak English are included in all our lessons and activities and are given extra help if they need it and/or external specialist support is offered to overcome such barriers
- Children with disabilities are helped to succeed in sports by using different equipment and tasks.
- Girls and boys all follow the same expectations in relation to both conduct and behaviour in and around school.
- Children requiring additional support regardless of the need are offered such support, from additional learning provision, to counselling or 1:1 emotional support
- Children are given a voice through a number of systems in place from school council to worry monsters/jars in every class.

As clearly stated in our school vision, "Be Unique," all our children are equal but are valued for their unique abilities and the value they bring to our school family.

The school's promotion of pupils' personal development and welfare is a strength here at Fulwood and Cadley. Pupils feel safe, nurtured, valued and looked after.

Equality is at the heart of Fulwood and Cadley, which means that there is no discrimination. There is a strong ethos in school which promotes achievement for all. Consequently, pupils mix and work happily, regardless of age, gender or ability. There is also no discrimination or derogatory language in school because of a person's disability, sexuality, faith, belief or ethnic background.

There is a warm and nurturing atmosphere in and around the school, and the pupils are a credit to their families.

School in Context

- There are 316 pupils in the school. This comprises of (49% girls and 51% boys)
- Although, the majority of pupils are white British, 33% of children are from Minority Ethnic Groups
- 12% of our children have a learning disability.
- The school is fully accessible to adults and children with a physical disability.
- 0.6% of children are classed as 'Looked After' by the local authority.
- 17% of our children are in receipt of Pupil Premium funding.

Ethos and Atmosphere

- At Fulwood & Cadley Primary School, the leadership of the school demonstrates mutual respect between all members of the school community
- There is an *open* atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg 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 planned experiences within assemblies, classroom based activities as well as enrichment and enhancement opportunities.

The school is located in a socially mixed area in which the majority of people are white British with a third from ethnic minority groups. The main religion in the area is Christianity, but the school has a very active community of both the Islamic and Sikh faiths.

Policy Development

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 and governors.

Monitoring and Review

Fulwood & Cadley 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.

We collect and analyse a range of equality information for our pupils/students:

When a child is admitted to our school, we collect information on their ethnicity, disability, gender etc.

When analysing data, for example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected. We ensure that these are analysed by ethnicity, disability, gender, free school meals (FSM). This analysis ensures that any underperformance of a particular group can be tackled through our action plan.

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.

The school has adopted Lesson Study in order to provide a detailed profile of vulnerable groups in school and implement changes to improve outcomes. The focus this year, in light of the pandemic is our Pupil Premium/DAP children particularly in key stage two.

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, peer on peer abuse and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities, enrichment and enhancement opportunities.

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. Engaging with families to overcome barriers to learning as quickly as possible is key, we feel, to preventing an escalation in need or issues.

Fulwood & Cadley Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. 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.

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

- applicants for employment – references sought during recruitment
- staff profile
- governing body profile
- attendance at training events
- disciplinary and grievance cases

Due regard is given to the promotion of equality in the School Improvement Plan. The people responsible for the monitoring and evaluation of the policy and action plan are Kirsty Stewart (Headteacher), Rachel Gill (Early Years Senior Leader), Andy Holding (Middle School Senior Leader), Lisa Livesey (Upper School Senior Leader) and Rachel Smith (School Business Manager). All subject leaders are responsible for the effective permeation of the principles within the policy throughout the curriculum.

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

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse and technologically developing 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 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, leading to

justice and equality

- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education, using technology to break down barriers and increase communication
- Provide educational visits and extended learning opportunities that involve all pupil groups and enrich pupils learning experiences, investing in individual cultural capital
- Take account of the performance of all pupils when planning for future learning and setting challenging targets, using on-going formative assessment to establish starting points and next steps
- 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 or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Children are always encouraged to "Go with Kindness and Courage," kindness starting with themselves, with the encouragement of pupils to create their own positive affirmations. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- A ceiling is never placed on any child's learning regardless of ability through the opportunity to engage in differentiated tasks, independently selected by the child, therefore developing child-initiated learning and empowerment to make choices for themselves.
- The school strives to provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning and develop a positive self-perception in relation to themselves as a learner
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Fulwood & Cadley Primary School, 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
- All pupils have access to learning which recognises attainment and achievement and promotes progression

Resources and Materials

The provision of good quality resources and materials within Fulwood & Cadley Primary School 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 the school community

Language

We recognise that it is important at Fulwood & Cadley Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from the outset of their learning journey.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Fulwood & Cadley Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges, which is celebrated in assemblies and throughout the life of the school.

Staffing and Staff Development

To comply with the requirements of the public sector duty in the Equality Act 2010 and the Equality Act 2010

(Specific Duties) Regulations 2011:-

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

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, 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, particularly 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 job will qualify for a genuine occupational requirement 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.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

All parents/carers are encouraged to participate in the full life of the school and seek support from school when necessary

Members of the local community are encouraged to join in school activities and the school is working hard to develop strong community links through our Community Partnerships initiative. School strives to play a role to play in supporting new and settled communities and families to the area.

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
- 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 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

Fulwood & Cadley Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

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.

Publicising the Policy

The Policy will be available on our website and a copy is included in the key documents file for all staff and trainees.

Annual Review of Progress

We report annually on the progress and performance in respect of our policy covering ethnicity, disability and gender and also on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Reflection on the effective implementation of the policy will take place in termly Governor reports associated with behaviour analysis across the school where Equality Impact Analysis will be evidenced and key actions identified.

Equality Impact Analysis

Undertaking equality analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Equality Objective 2021-22

At Fulwood and Cadley, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

- **Objective 1:** To monitor and analyse pupil achievement by race, gender, disability and financial disadvantage and act on any trends or patterns in the data that require additional support for pupils.
- **Objective 2:** To raise levels of attainment in core subjects and foundations subjects for all learners particularly those vulnerable learners.
- **Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.