

## Statement/Principles

The policy outlines the commitment of the staff and Governors at Gusford Primary School to promote equality. This involves tackling the barrier which could lead to unequal outcomes so that there is equality of access and the diversity within Gusford school community is celebrated and valued.

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 Gusford Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

*This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community.*

## Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is **Liz Green**. She is responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for this area who is **Pat Dobson**
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils, pupils with disabilities and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment (termly assessment reports and intervention/progress reviews)
  - Learning and teaching (teaching, planning and book monitoring)
  - Behaviour discipline and exclusions (Classroom behaviour files, SMT behaviour files and Headteacher reports)
  - Attendance (Headteacher reports, where relevant EWO reports)
  - Admissions (Admissions forms and related paperwork)
  - Incidents of prejudice related bullying and all forms of bullying (Bullying Log, Racist Incident Log)
  - Parental involvement (SEF, Headteacher reports, Learning Together, Parents' Evening attendance and involvement, and, where relevant, class teacher and SMT paperwork)
  - Participation in extra-curricular and extended school activities (club registration paperwork)
  - Staff recruitment and retention (Recruitment Policy and practice)
  - Visits and visitors (year calendar)

## **Policy Commitments**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. 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 the 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 celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. 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; ([provision reviews and progress reviews](#))
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The Ethos and Culture of the School**

- At Gusford Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community; ([see Community Cohesion Review Dec2011](#))
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently reviewed and changed;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

## **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 avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

## **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 and monitoring incidents; ([incident logs in school office](#))
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

## **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

At school we aim to work in partnership with parents/carers by:

- Taking action to ensure all parents/carers are encouraged to participate in the life of the school through events such as Learning Together Workshops
- Maintaining good channels of communication, e.g. via the school website, through parental questionnaires
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

## **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for promoting equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with 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 groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

### **Measuring the Impact of this Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

### **Related Documentation**

2011-2012 Action Plan attached, [appendix 1](#)

Appendix One



# Gusford Primary School

*"Promoting Achievement and Success."*

## Equalities Action Plan 2011 - 2012

Objectives and Task/s	Led By	When	Support Required	Feedback to Staff	Completion
<p><b>Main Objective One: Tracking Pupil Progress</b></p> <p><i>To track pupil progress in order to ensure protected groups are making expected progress; identify any issues and put measures in place to address them.</i></p> <p>Collect information on the performance of protected groups. To identify gaps and underperformance.</p> <p><b>TASKS</b>  <b>Case Studies:</b>                      Ethnic Minority Groups (LG)                      Gender (LG)                      Impact of intervention on SEN children (LH/SK)</p>	<p>LG</p> <p>LG</p> <p>LH (SEN)</p>	<p>Termly</p>	<p>Time</p>	<p>Predicted Grades Review Report Nov2011</p> <p>Provision Review Reports:</p> <ul style="list-style-type: none"> <li>• November 2011</li> <li>• February2012</li> <li>• July2012</li> </ul> <p>Main Assessment Reports:</p> <ul style="list-style-type: none"> <li>• February 2012</li> <li>• July 2012</li> </ul>	<p>√</p> <p>√</p>
<p><b>Main Objective Two: Parental Involvement</b></p> <p><i>To monitor parental involvement with particular reference to families from protected groups</i></p> <p><b>TASKS</b>                      Analyse attendance at parents' evenings and school events. Ensure protected groups not under-represented. Put measures in place to encourage attendance, if required.</p> <p>Analyse parental involvement at Learning Together sessions and other invited activities. Registers to be taken. Ensure protected groups are not under-represented. Put measures in place to encourage attendance, if required.</p> <p>Community Cohesion Review</p>	<p>LG</p> <p>LG and Yr Ldrs</p> <p>LG</p>	<p>Oct2011</p> <p>From Jan2012</p> <p>Dec2011</p>	<p>SMT input (via meeting)</p>	<p>Report distributed to SMT</p>	

<b>General Tasks</b>					
<b>Policies</b>					
Write <b>Single Equalities Policy</b> in light of new legislation	LG				
Monitor impact of policy and publish main findings					
Update <b>Induction Policy</b>	LG				
Write a <b>LAC Policy</b>	LG/LH				
Write an <b>EAL Policy</b>	LG/LH				
<b>Equalities Documentation</b>					
Gather all documents and ensure copies are housed in one place	LG				
<b>January 2012 Census</b>					
Information required for Census-disability related information- parents and children	LG				
Update data collection forms from Jan 2012	LD				
<b>Admissions</b>					
Check direct/indirect discrimination of protected groups not present	LH/JM				
<b>Appointments</b>					
Check they are fair and representative	CT				
<b>Extra Curricular Activities</b>					
Ensure protected groups are not under-represented					
Registers, review					
<b>Ongoing Tasks</b>					
<b>Prejudice Related Incidents</b>					
Recording incidents, monitoring trends and respond.	All staff				
<b>Exclusions</b>					
Ensure protected groups are not over-represented	CT & SMT				