

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

***BRIGHSTONE C.E.
PRIMARY SCHOOL***



Single Equalities Policy

Date Agreed: 28th November 2017

Review Date: November 2018

Signed: _____

Chair of the Board of Governors

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Version History		
Version	Date	Description
1	February 2012	Approved by Governing Body February 2012
2	October 2012	Review in light of EA 10 changes for approval by Governing Body and equality objectives approval
3	November 2014	Review of equality objectives – approved by GB (insert date)
4	March 2016	Approved by Governing Body
5	November 2017	Reviewed and updated by governors

All the governors and staff of Brighstone CE Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

1. Statement / principles

Our Christian school community lays strong foundations for lifelong learning and our caring ethos enriches the wider community of Brighstone, nurturing and stimulating dreams. At the heart of the community, we endeavour to foster love, respect and responsibility and to reach out into the wider world. The policy outlines the commitment of the staff and Governors to promote equality and offer an inclusive vision for education. 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 Brighstone CE (Aided) 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.

1.1 Monitoring and review

The person responsible for co-ordinating the monitoring and evaluation is the headteacher, who is 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 (FSM), in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including emotional, physical, verbal, racist, cyber and incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Equality Act update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Brighstone CE (Aided) Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Brighstone CE (Aided) Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

Please refer to the school's Accessibility Plan for more information on our progress and commitment to accessing learning within our school.

2. Policy commitments

2.1. 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 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 recognise and challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

2.2. Promoting equality: Achievement

There is a consistently high expectation of all pupils 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.

2.3. Promoting equality: Ethos and culture

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach to promoting equality through our ethos, curriculum and ensuring our school policies do not discriminate.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- At Brighstone CE (Aided) Primary School 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 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;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

2.4. 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.

2.5. 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.

2.6. Promoting equality: Partnerships with parents/carers and the wider community

Brighstone CE (Aided) Primary 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. English as an Additional Language (EAL), traveller or pupils with disabilities are made to feel welcome.

3. Responsibility for the policy

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

3.1. 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;
- 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 in relation to these incidents

3.2. 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

3.3. All school staff have responsibility for:

- The implementation of the school's 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;
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

3.4. 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 Brighstone CE (Aided) 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 draft policies/procedures/ action plans etc.

4. Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Whole school training to include governors	Participation in up to date training Monitoring of the number of reported diversity incidents.	CPD Ongoing – termly report to LA	Headteacher / Training Provider	<i>Updated training for all staff Spring 2018</i>
2	Develop monitoring procedures	Curriculum is adapted to meet the needs of all groups and individuals. Appropriate future assessments for pupils	Implementation, monitoring and evaluation of data. Identification of measure to close the gap in attainment across each Key Stage. Understand more fully and raise awareness to staff of the need for equality across the curriculum and it can be adapted to meet the needs of our pupils. Develop appropriate assessment for learning linked to school development plan. Work in partnership to deliver strategies with staff/GB/Hampshire Monitor the impact of the Pupil Premium Strategy and the CPD requirements of staff to ensure success Intervention Programme	Headteacher/SLT/ all staff/GB	Raising standards and accelerating progress and achievement - ongoing % pupils making expected/ better progress Follow up at Standards & Progress 10/01/18; 18/04/18; 27/06/18 CPD for staff – linked to key objectives in SDP.

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	<p>Promoting equality:- Curriculum</p> <p>The curriculum prepares pupils for life in a diverse society.</p> <p>There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;</p> <p>The promotion of attitudes and values that challenge discriminatory behaviour and language;</p> <p>The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles</p>	<p>Audit of current curriculum in all areas, including EIA Assessments</p> <p>Supports the achievement of objectives in the SDP</p> <p>Secure good progress and outcomes in English & Maths in KS1 & KS2, including vulnerable groups and those supported by pupil premium grants:</p>	<p>Improvement work based on the findings of the audit.</p> <p>Placing the needs of the needs of all pupils at the forefront of our work by:</p> <p>Lesson observations</p> <p>Data analysis</p> <p>Pupil Progress Meetings</p> <p>Progress analysis</p> <p>Evaluation of Intervention Programme through the use of Blue Hills</p> <p>Work Scrutiny</p> <p>Monitoring all areas including planning</p> <p>External moderation</p> <p>Pupil Progress meetings</p> <p>Triangulation of assessment data</p> <p>Tracking</p> <p>SENCo Reports</p> <p>Provision Maps</p>	<p>Headteacher / SLT</p> <p>All staff & GB</p>	<p>Development of opportunities for independent and small group learning, including in the EYFS n- ongoing Development of Behaviour for Learning (Building Learning Power) in order to engage pupils in their learning ongoing</p> <p>Quality of teaching and learning addressed and improved (reviewed half termly with teachers).</p> <p>Programme of interventions implemented Sept 17</p> <p>Improved use and focus of Pupil Premium</p> <p>Improvements in pupil progress across all areas, including narrowing gaps for vulnerable groups.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:-</p> <p>Achievement</p> <p>Implementation of strategies and interventions that narrow the gaps in achievement</p> <p>Improvements in achievement levels for pupils with SEN and SEND</p>	<p>Achievement of SDP objectives linked to teaching and learning.</p> <p>Improved outcomes and engagement for FSM and other vulnerable groups</p> <p>Improving the quality of teaching and learning:</p>	<p>Use of Pupil Premium:</p> <p>Access to breakfast club</p> <p>Access to trips and extracurricular activities</p> <p>Range of pupil support and interventions</p> <p>Observations including: external Lesson Study/Co- coaching</p> <p>Work scrutiny</p> <p>Pupil Voice/ Conferencing</p> <p>Pupils/parents understand targets/next steps</p> <p>Planning scrutiny and feedback</p> <p>Learning Walks</p> <p>Pupil Survey</p> <p>Moderation</p> <p>Staff CPD</p> <p>Pupil progress meetings</p> <p>Appraisal reviews</p> <p>Professional discussion/staff meetings</p> <p>Intervention Programme</p>	<p>HT/All Staff</p> <p>HT/SENCO</p>	<p>Leadership and Management at all levels are focussed on raising standards and accelerating progress</p> <p>Accelerating pupil progress – data tracking used in planning</p> <p>Home School Agreement supports progress and is used consistently across the school</p> <p>Target setting</p> <p>Appraisal reviews</p> <p>Monitoring</p> <p>Moderation</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<p>Promoting equality:-</p> <p>Ethos and Culture</p> <p>Foster good relationships between all members of the school community, including pupil voice (through school council activities)</p> <p>Promotion of a welcoming openness and tolerance by both staff and pupils</p> <p>Provision is made to provide the cultural, moral and spiritual needs of all pupils</p>	<p>Improvements in pupil and parent questionnaire outcomes</p> <p>Securing good attendance and behaviour for learning: Improved attendance.</p> <p>Poor attendance not impacting on pupils' learning.</p> <p>Pupils are active and engaged in learning</p>	<p>School and parent councils</p> <p>SEAL / PSHE and RE activities</p> <p>Pupil Voice/ Conferencing</p> <p>Pupils/parents understand targets/next steps</p> <p>Termly monitoring of action plan with EWS</p> <p>Data collection/tracking and monitoring/CENSUS data</p> <p>Data analysis</p> <p>Provision Map analysis</p> <p>Analysis of behaviour log and incident book</p> <p>TAF/CAF monitoring</p> <p>Observations – internal/external</p> <p>Learning Walk</p> <p>SLT monitoring</p>	HT/All staff/GB	<p>Annual parent questionnaire, analysis and feedback</p> <p>Review of current display material</p> <p>Improvements in attendance</p> <p>Identification of improvements following; monitoring, assessment, observations, data analysis</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
6	<p>Promoting equality:- Leadership & Management – including: staff recruitment and professional development</p> <p>Provision of recruitment and selection training</p> <p>Employment policies and procedures are reviewed and updated on a regular basis</p> <p>Equality and diversity is embedded into contracting and procurement processes</p> <p>Promotion of professional development opportunities</p>	<p>Active participation in training</p> <p>CPD Log</p> <p>All Policies, when due for review, have an Equality Impact Assessment to ensure they comply with the Equality Act</p>	<p>CPD log maintained</p> <p>Performance Management targets and reviews</p> <p>Adoption of Pay Policy</p> <p>SLT & GB monitoring of SIP</p> <p>Raise awareness to staff of their role and requirements in achieving SIP success criteria</p> <p>PM targets</p> <p>Regular SSE takes place</p> <p>Lesson observations</p> <p>Subject Leader position statements</p> <p>Work scrutiny</p> <p>Data analysis</p> <p>Intervention Programme</p>	<p>All Staff</p> <p>HT/All Staff</p> <p>HT/GB</p>	<p>Safer recruitment training updated for leadership team including governors.</p> <p>Targets set for academic year CPD identified – annually.</p> <p>Staff performance management meetings.</p> <p>Adoption of Policy Sept 18</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
7	<p>Promoting equality:- countering and challenging harassment and bullying</p> <p>Promotion of acceptable behaviour policies and guidance</p> <p>Reporting of diversity incidents to the local authority and governing body</p>	<p>Completed Behaviour Policy</p> <p>LA procedures followed</p> <p>HT report</p> <p>Monitoring of the number of incidents</p>	<p>Consultation and updating of Behaviour Policy</p> <p>Pupil Voice - conferencing</p> <p>Parent/Pupil surveys</p> <p>Intervention Programme</p> <p>Impact of Intervention Programme</p> <p>Lesson observations</p> <p>Target sheets</p>	HT / all staff/GB	<p>Review of Behaviour Policy – date TBC</p> <p>Termly LA report on diversity incidents – on-going</p> <p>Pupil Survey annually, latest March 2016</p>
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <p>Encourage members of the local community to join in school activities and celebrations</p> <p>Review communication to parents to ensure that views are heard and acted upon</p> <p>Ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome</p>	<p>Improved participation in school events</p> <p>Improvements in Parent feedback</p>	Foundation learning services to the community to be explored and developed	HT/all staff/GB	Celebration of equality and diversity events throughout the academic year to raise awareness of cultural diversity locally, nationally and globally

5. Related Documents

Guidance on equality, diversity and governance
Equality Impact Assessment review list
Equality Impact Assessments
Behaviour Policy
PHSE Policy
HT reports to governors
Terms of reference for Governors committees
School Improvement Plan
Child Protection and Safeguarding Policies

6. Glossary of Terms

Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
SAR	School Action Research
SEAL	Social and Emotional Aspects of Learning
SA	School Action (SEN stage)
SEN	Special Educational Needs
KS	Key Stage
EIA	Equality Impact Assessment
SIP	School Improvement Plan
SEF	School Evaluation Framework
SIF	School Improvement Facilitator
RAP	Raising Attainment Plan
FSM	Free School Meals
EAL	English as an Additional Language