

March 2012

**BROADWAY
PRIMARY
SCHOOL**

**POLICY FOR EQUALITY DUTY AND EQUALITY
ACTION PLAN**



At Broadway Primary School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential.

We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse community.

**We believe that we all have the right to be happy, to be safe and to learn.
This policy supports our responsibility to make this happen.**

1 Statement of Principles

Broadway 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.

The policy outlines the commitment of the staff, pupils and governors of Broadway 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, whatever their characteristics, should feel safe, secure, valued and of equal worth. These characteristics include age, disability, gender re-assignment, marriage & civil partnerships, pregnancy & maternity, race, religion or belief, sex, sexual orientation. Definitions of these terms can be found in **Appendix A (Page 8)**.

At Broadway 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.

This policy should be read in partnership with our policies on:

- ***Community Cohesion***
- ***Recruitment & Selection & Staff Induction***
- ***Anti- Bullying***
- ***Special Educational Needs***

- **PHSE & Citizenship**
- **Teaching & Learning**
- **Assessment & Expectation**
- **Risk Assessment**
- **All our staffing policies, e.g. Pay, Appraisal, & Grievance.**

2 Ethos and Atmosphere

- At Broadway Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. 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 planning of assemblies, classroom based and externally based activities.
- We committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

3 Policy Development

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. 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
- Governors

4 School in Context

Children

We have 203 children on role.

Gender:

We currently have 87 boys and 116 Girls on role.

Free School Meals:

The number of children eligible for free school meals is 10, or 5%, below the Lancashire Average of 17%.

Mobility:

We have below average inward mobility (13.3%) and below average outward mobility (3.4%).

Ethnicity:

Our school population is currently 98% White British. All our children are registered as having English as their first language.

Disability:

We have a partially sighted child in school and three children with hearing impairments.

SEN:

We have fewer children at School Action than the Lancashire average (4.4% compared to 8.8%), and also fewer at School Action Plus (2.9% compared to 6.5%). Our percentage of pupils with Statements is higher at 2.9% compared to 1.6% Lancashire average. Overall, the total number of children with SEN is lower than the Lancashire average (10.3% compared to 16.9%). This is largely due to our tracking and intervention policies, which aim to meet the needs of the children before SEN registration is required.

CLA:

We have 1 looked after child.

EAL:

We have 5 (2.5%) children with English as an Additional language

Socio-Economic indicators:

Our overall multi-deprivation index falls within band C. However; Education, Skills and Training index falls within band D. The Health deprivation index falls within band D. A significant number of children (between 45 and 50%) come from homes identified as below average in the overall multi-deprivation index breakdown

Pupils come from a variety of socio-economic backgrounds although the school's Overall Multiple Deprivation Index Breakdown shows that 44% of current pupils are from families whose socio-economic circumstances are best described as disadvantaged.

The range of children in our school reflects the local community which is a small town within the Rosendale Valley.

Staff

We have 32 members of staff in total.

Gender:

27 are female and 5 are male.

Ethnicity:

All members of staff are white/british.

Disability:

We have no members of staff who have a disability.

5 Monitoring and Review

We collect and analyse a range of equality information.

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.

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 and all forms of bullying
- Parental involvement
- Participation in Extended Learning 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.

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

- Applicants for employment
- Staff and Governing Body profiles
- Attendance at training events.
- Staff appraisal & performance management.
- Disciplinary & grievance cases

We are careful to follow the guidance in our **CONFIDENTIALITY POLICY**.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher.

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.

6 Developing Best Practice

Teaching & Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

Provide positive examples of all groups of people, challenging stereotypes &	Provide equality of access for all pupils to a broad & balanced curriculum & quality resources, both in	Use teaching methods, language & materials which deal sensitively with diversity & difference,	Teach children to question, to be advocates & to challenge their own viewpoints & those of
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celebrating the contribution of all humankind to a pluralistic society.	school & on visits, having due regard for their individual needs & differences.	ensuring that all people feel valued & develop high self-esteem.	others leading to justice & equality at school & in the wider world.
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These aims apply to all who work with our children, both in school and on visits.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. To achieve this, we will:

Follow all recruitment & selection procedures strictly, using staff & governors who are aware of how to avoid discrimination, bias & preconception.	Encourage the career development & aspirations of all staff with due regard for personal need & the development of the school as a diverse community.	Provide staff induction & development for all which increases the awareness of different groups of pupils & their needs, so promoting appropriate provision.	Distribute staff within school wherever possible so that there is a balance of staff from different groups at each stage of a child's schooling. e.g. male / female
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Employment policy and procedures are reviewed regularly to check conformity with legislation.

Partnerships with Parents/Carers/Families and the Wider Community

We believe in effective partnerships with parents/carers to help all pupils to achieve their potential.

To promote these, we will:

Ask parents, carers and the community for their feedback in order to tailor what we do to their needs and those of the children.	Have due regard for individual communication needs in our contacts with parents, carers & families.	Encourage all parents & carers to participate in the life of the school wherever possible by offering flexible opportunities.	Work with the local community to offer access to all groups of people to a range of events, activities & services.
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In all these things, the safety & interests of the children are paramount.

7 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 and staff 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

8 Commissioning and Procurement

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. We will use, wherever possible, suppliers and contractors approved and registered with Lancashire County Council.

9 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. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10 Publicising the Policy and Plan

Our Equality Policy & Plan will be publicised:

- In our School Brochure
- On the School Website
- Annually, posted out to all parents / carers and interested parties.

11 Annual Review of Progress

We will review our POLICY and ACTION PLAN annually, producing an annual report. The Action Plan (Appendix A) incorporates an annual audit which measures impact (Equality Impact Assessments), and sets targets which span a three year period, (short, medium and long term).

Last review: March 2012

Mr P Stanley (Headteacher)

Mr G Taylor (Chair of Governors)

Appendix A: Definitions

Age

This refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex

Marriage & Civil Partnerships

Marriage is a union between a man and a woman. This definition is set out in the Equality Act 2010. Civil Partnership is the legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Pregnancy & Maternity

Pregnancy is the condition of being pregnant.

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Race

Race refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Religion or Belief

Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism).

Sex & Gender

Gender includes the wider social roles and relationships that structure men's and women's lives. These change over time and vary between cultures. Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sex refers to biological status as male or female.

Trans: The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people, transvestite/cross-dressing people androgyne/polygender people, and others who define as gender variant.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

Transsexual: A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010.

Sexual orientation

This is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Action Plan

Our Action Plan aims to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

Actions	Objectives (Desired Outcomes)	Action Required	How will this be measured?
Action 1 (sex and gender)	<ul style="list-style-type: none"> • To eliminate the gap in achievement between boys and girls. 	<ul style="list-style-type: none"> • Take care not to use stereotypical language & examples and avoid 'stereotypical' rewards etc. • Plan topics which are diverse and motivational for all. • Consider teaching strategies and lesson structure in light of research about how different children learn. • Continue to deliver teaching in line with 'Boy's writing' development which staff engaged with in 2009. 	<ul style="list-style-type: none"> • Look at the tracking of boys and girls writing to see if the gap is narrowing. • A year's plan which clearly shows a broad and balanced choice of topics. • Tracking of pupil progress and achievement. • Pupil questionnaires.
Action 2 (disability)	<ul style="list-style-type: none"> • To maintain a clutter free accessible school. • To be aware of any health and safety issues as they arise • To continue to ensure that the findings of the sound audit are implemented for the hearing impaired children. 	<ul style="list-style-type: none"> • Perform an annual premises check to address any accessibility issues. • Ask staff and governors for any suggestions to make the building more user friendly • Regular review of sound audit. 	<ul style="list-style-type: none"> • Report to governors.
Action 3 (race)	<ul style="list-style-type: none"> • Positive images of all races displayed around school • Children socialise with other children from a variety of races and 	<ul style="list-style-type: none"> • Carefully select images and examples of races and ethnicities. • Source and book visitors from a range 	Incidents scrutinized.

	<p>backgrounds</p> <ul style="list-style-type: none"> • Continue to establish links with a school in another contrasting locality. • Continue links with Chinese school • Continue to monitor racist incidents and take action 	<p>of ethnic backgrounds.</p> <ul style="list-style-type: none"> • Work with 'twinning' organisation to establish a link. • Included focussed PSHE and circle time to draw on children's experience and attitudes. 	
	<ul style="list-style-type: none"> • Address any gaps in our SMSC provision. • The new RE curriculum is fully established and embedded. • Visit to places of worship happening • SMSC outcomes are of high quality and impact on behaviour and emotional intelligence. 	<ul style="list-style-type: none"> • Audit our SMSC outcomes according to the Jan 2012 framework. • Teacher responsible for RE to provide training and monitor how plans are followed. • Find suitable places of worship and go. • Constant reference to SMSC outcomes in staff meetings and plugging the gaps as they arise. 	<ul style="list-style-type: none"> • A further benchmark against the Jan 2012 SMSC outcomes in 12 months. • Monitoring of RE coverage and discussions with staff/pupils. • Record of visits to include a range of places to worship • Use of OfSTED guidelines.
Review:			

Equality Impact Assessment

How well is our policy & action plan working for all groups?