BEESTON HILL ST LUKE'S
CofE PRIMARY

Disability Equality
Race Equality
Vulnerability to radicalisation or extreme view points
Gender Equality
Community Cohesion
Equality Act
British Values

SINGLE EQUALITY POLICY

SCHOOL'S CHARACTER AND CIRCUMSTANCES

Beeston Hill St Luke' is a one and a half form entry primary school with a nursery class attached. It provides full time education for 320 pupils, aged between 4 and 11 years. There are 78 pupils who attend the nursery part-time.

The school is situated in an area of high deprivation. Approximately 30% of pupils are eligible for free school meals which is significantly less than the national average. The proportion of pupils identified as having special needs support is 23.3% which 4% higher than the national average. 54% of the school population are from ethnic minority groups and 23.7% of the school do not speak English as their first language.

WHAT WE MEAN BY EQUALITY?

At our school we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups , institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at St Luke's are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio- economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
  whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate)

Disability Equality Scheme

Beeston Hill St Luke's welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;

- eliminate discrimination that is unlawful under the Disability Discrimination Act;

- eliminate harassment of disabled persons that is related to their impairments;

- promote positive attitudes towards disabled people;

- encourage participation by disabled people in public life; and

- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At St Luke's we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. (**See our Equal Opportunities Policy**)

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:
mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.
 (Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.)

Pupil Achievement:

Remember that information collected on pupils based on special educational needs categories will not necessarily capture all those pupils who are disabled. Not all pupils with a disability have SEN.

Learning Opportunities:

Include links with outside agencies choir and music sessions for children with SEN/disability.
We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We have agreed a programme to review the impact of policies and this is contained in our action plan.

GENDER ISSUES

Aims

- To educate all children equally
- To offer all children equality of opportunity to develop their full potential.

To ensure equal access to the curriculum within primary teaching and learning there are a number of basic needs which must be met:

- To allow girls and boys equal freedom to make choices
- To foster in all children the need to have a similar view of the importance of paid work and of fulfilling leisure.
- To develop in individuals the same feelings od self worth and self confidence.
- To provide identical educational experiences so that they can make later choices from a common base of skills and knowledge.

In our attempt to meet these stated needs we must:

- Present the children with role models not traditionally associated with that gender e.g. male nurse, female plumber etc.
- Make an effort to reduce stereotyping of roles by using termssuch as dinner staff, headteacher, playground assistant etc.
- Ensure staff will not be given sex specific roles. There will be equal access to management experiences for both sexes.
- Take specific action to tackle any differences between gender groups in their attainment levels and progress or in the use of rewards or discipline measures against them.

School Organisation

The school has a commitment to promote equal opportunities for all by:

- Looking at ways to introduce children to suitable role models for both genders.
- School dress code will be shown as appropriate for both genders.
- Providing resources which are up to date/well informed/unbiased and promote positive images of both genders.
- Provide after school activities that can be accessed by both sexes.
- Provide mixed gender experiences within the classroom.
- Ensure positive discrimination where necessary.

The Curriculum

Curriculum coordinators and Key Stage coordinators should monitor and review policies and practice to ensure that bias and stereotyping is absent from children's everyday work as much as possible by:

- Ensuring teaching methods reflect equal opportunities in the way we group children.
- Staff being aware of how much boys can interrupt and dominate discussions and how much teacher time and input is given to one or other sex.
- Being aware that in certain subjects e.g. maths and science, staff must guard against gender dominance.

The Hidden Curriculum

As part of our commitment to tackle gender issues and promoting equality of opportunity the staff will:

- Make themselves aware of how easily prejudices can be introduced and reinforced.
- Be vigilant in recognising the attitudes we may convey to the children we teach, whether intentional or unintentional – we must endeavour at all times to correct children's own learning stereotyped attitudes and behaviour.
- Hold high expectations of all children so that they may achieve their full potential.
- Ensure that learning resources have been chosen with care – a key factor being the library i.e. stereotyping, negative or biased portrayals of a particular gender.
- Wherever opportunities present themselves, positive attitudes against stereotyping and towards gender equality should be taught and encouraged.

Strategies

The school is seeking to promote gender equality in the following ways:

- Small classes with significant additional support assistants to better address individual needs.
- Teacher with specific responsibility for equal opportunities
- Monitoring of individual target setting and individual monitoring of achievement.

Standards

The school will continue to monitor the progress of all individual children in every class throughout school. Discussions with teachers to establish targets for individual children and a monitoring programme including Raise on Line, supports this process.

School's Race Equality Policy

This race equality policy enables the school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards,; 'Learning for all' (2000). And has met the recommendations of the Stephen Lawrence Inquiry 2000.

This policy sets out our commitment to tackling discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (i.e. pupils, staff, governors, parents and visitors) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff. An introduction to this race equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process. We will also explain about British Values and the importance of this newly highlighted issue within education during staff induction.

Governors

The Governing Body has agreed this policy and will assess and monitor the impact by reviewing periodically. The governing body will receive progress reports from the Headteacher on an annual basis, as part of the Headteacher's report to Governors.

Headteacher

The Headteacher will demonstrate through her personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy. The headteacher will also assess and monitor the impact of this policy. Outcomes will be reviewed and reported to the Governing Body on a annual basis. Where additional funding is available for raising the achievement of ethnic minority pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

All other staff
All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils
Pupils will share in the development of the race equality policy, understand about British Values and be made aware of how it applies to them. The will learn to treat each other with respect and report any incidents of a racial nature to an appropriate adult.

COMPLAINTS PROCEDURE
If anyone in the school feels that this policy is not being followed, they should raise the matter with the Headteacher who will facilitate the appropriate action which may include an investigation and a report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

KEY AREAS IN PROMOTING RACE EQUALITY
The ethos of the school
- This race equality policy reflects the ethos of the school and this is made clear to all staff and pupils.
- The school has a procedure for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the policy is kept informed about this racial equality policy and procedures for dealing with any racial incidents.
- The policy and procedures are periodically reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupil achievement and progress
- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school has developed strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets will be set for individual pupils regardless of ethnicity.
- Close monitoring of achievement will be undertaken using Raise on Line to keep a check on the achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.

- Staff challenge racism, stereotyping in any form and promote racial equality in education, employment, training and career choice.

Curriculum, teaching and learning(including language and cultural needs)
- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnic background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups in undertaken on the basis of need regardless of ethnic groups.
- Assessment outcomes are used to identify the specific need of all pupils regardless of ethnic background and is used to inform planning and the allocation of resources.
- Teaching provision, methods and styles take into account the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic differences, cultural diversity and racial equality.
- The school promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources will be made available to meet the specific needs of pupils from minority ethnic groups especially additional language teaching as appropriate.
- The school tries to make full use of the resources available within its local minority ethnic community.

Guidelines on working with pupils who have English as an Additional Language EAL
- The school recognises and values Bilingualism.
- The school will employ where funding allows, an EAL teacher.
- The learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural background through resources and displays throughout the school.
- The school will explore a broad range of other media e.g. computer software, the internet, films, media etc., to support the maintenance and development of home/community language skills and cultural heritage.

Pupil behaviour, discipline and exclusions
- The school's procedures for managing behaviour are fair and applied equally to all children irrespective of ethnicity.

- Exclusions are very rare. However, the school identifies and adopts good practice strategies in order to maintain any differences in rates of exclusion between ethnic groups.
- In the very rare occasions this happens, the process of excluding a pupil is fair and equitable to all pupils.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the LEA on request.

Vulnerability to radicalisation or extreme view points

- As a school we recognise our duty to protect children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet.
- The school aims to safeguard our children by educating them about the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.
- The school carefully vets all visit locations along with the adults involved, visitors to the school and groups who may use the school as a meeting place. We will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically, mentally or through any form of electronic media.
- Our definition of radical or extreme ideology is **'a set of ideas which could justify vilification or violence against individuals, groups or self.'**
- Staff will be vigilant in spotting signs of extremist views and behaviours and to always report anything of this nature by completing a 'cause for concern form' and notifying the headteacher. We must be aware when a student is expressing opinions which may cause concern. As a school we will follow the notice, check and share model discussed in 'PREVENT' training.
- We place a strong emphasis on the common values that all communities share such as respect (for oneself and others), tolerance and the sanctity of life.
- We work hard to broaden our pupils' experience, to prepare them for life and work and we place strong emphasis on promoting British/Universal Values.
- We teach our children to respect and value the diversity around them as well as understanding how to make safe, respectful, lawful, well-considered decisions.

Admission and transfer procedures

- The governing body will take every step to ensure that within the remit of a church school, they will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all Governors in performing their role, e.g. through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- The school encourages community use of its facilities for after school activities.

MONITORING THE RACE EQUALITY POLICY

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our children.

To monitor our pupils' attainment, we will use the information provided through Raise on Line, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil attainment such as:

- Exclusions
- Racism, racial harassment and bullying
- Curriculum, teaching and learning including language and cultural needs
- Rewards and sanctions
- Membership of the Governing Body
- Parental involvement
- Working with the community

- Support advice and guidance

Monitoring information will help us to see how we are meeting our equality aspirations and aims. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test any explanations.
- Review the impact on additional language support
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups.

Assessing the impact of policies

As a school we assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow will be used to assess our policies in most areas including:

- Employment promotion, training and career development
- Involving parents and guardians in the school
- Making sure that the curriculum prepares pupils for life in a multi-ethnic society
- Dealing with racist incidents

The main questions for assessing the impact of **all** our school policies – giving special attention to pupil attainment levels – will include the following:

1. Do we help all our children to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups are of pupils are not achieving as much as they can? Why not?
3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an additional language issues?
5. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
6. What are we doing in school to prepare pupils for living in a multi-ethnic society, promote race equality and harmony and prevent racism and radicalisation?