



## **1. Scheme Statement**

Recent and forthcoming legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment. This policy sets out how the governing body will promote equality of opportunity for pupils, staff, parents and other adults associated with the school. This policy is supported by the Inclusion policy, Racial Equality policy, SEND policy and Gender policy.

Beacon Rise Primary School is proud of the ethos of support, collaboration and respect for one another. The school's vision is 'Learning and Achieving Together.'

In line with this vision the school's gender, disability and race equality scheme aims to address the barriers that can prevent students, staff, parents and other school users from taking full benefit of the opportunities the school offers. It aims to provide the guidance on how the school can enable all children to experience success, happiness and excellence and ways in which the school can make the environment safe and appropriate for all.

This scheme was written in consultation with the Governing Body, staff and parents.

## **2. Responsibilities**

It is expected that all staff, pupils and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping is prohibited.

### **2.1 Teachers**

Teachers are responsible for:

- ensuring the implementation of this scheme to the best of their ability within the classroom and in their own dealings with staff, pupils and the school community
- contributing to discussions about equal opportunity issues
- monitoring their own procedures and routines to ensure that pupils are treated equitably
- referring incidents and concerns, where appropriate, to the Headteacher.

### **2.2 Support Staff**

All support staff are responsible for:

- setting an example to pupils in terms of their treatment of one another and by displaying tolerance and understanding towards the beliefs and cultures of others
- ensuring that policies and procedures are implemented
- being vigilant for incidents of racism, sexism and prejudice and acting upon them
- encouraging pupils to try new activities that challenge stereotypical roles and prejudices.

### **2.3 Senior Leadership Team**

The senior leadership team (SLT) is responsible for:

- ensuring the place of equal opportunities within the school development plan (SDP)
- reporting to governors on a regular basis
- monitoring incidents of racism, bullying and other inappropriate behaviour
- coordinating the curriculum in conjunction with subject / area leaders to ensure equality of opportunity is represented across the curriculum
- ensuring that equal opportunities is covered within all subject policies and plans when appropriate
- providing opportunity for resources to be ordered to support this scheme
- continuing to monitor and formulate accessibility plans in conjunction with the governing body
- continuing to monitor this policy and any actions identified will set up in an action plan in line with on the disability equality action plan, the race equality action plan and gender equality action plan
- being instrumental in the review of the single equality scheme.

### **2.4 The Governing Body**

The governing body is responsible for:

- ensuring that there is a single equality scheme in place and reviewing its content and efficacy on an annual basis
- assessing the impact of the scheme on the standards attained by different groups within the school

- making reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender
- planning to increase over time the accessibility of school to disabled pupils
- receiving feedback as part of the Head's report and questioning school practice
- giving due regard to its own membership and the recruitment of new governors
- assessing the impact of this scheme
- publishing the results of its annual monitoring.

### **3. Pupil Attainment and Progress**

All groups of pupils in the school are carefully monitored to ensure that they make the progress expected and achieve their targets. Teachers monitor the progress of pupils within their class. Discussions with their parallel teacher, Key Stage Leader, Appraisal Leader, Senior Leader, Deputy Headteacher and/or Headteacher enable staff to identify any pupils who are off track and need additional support. In some cases, this will be individual support; in others, it will be an intervention programme as part of a group. Barriers to learning such as difficulties with attendance and/or family circumstances are addressed.

In some cases, these meetings may identify difficulties for a group of students, such as the performance of girls in Mathematics. Where this is the case, a more extensive programme will be implemented.

Following the publication of FFT Aspire online, the performance of all groups of students is carefully analysed and comparisons are made. Conclusions are drawn from:

- the contextual value added information
- comparison with the targets set
- national statistics.
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Any conclusions drawn from this are shared with the governing body and members of staff. This information is then used to inform the School Improvement Advisor (SIA) and complete the school's School Evaluation Framework (SEF).

In additional to this analysis and meetings, the Vulnerable Pupil Meetings track the attainment and progress of our 'vulnerable pupils' and significant groups. Any intervention necessary is put into place immediately.

All students are expected to work towards their potential — whatever level that may be. Classroom organisation and planning must have regard to every pupil's individual needs. In order to ensure this is the case, we aim to include reference to equal opportunities through:

- curriculum and administrative policies
- budget planning
- the SDP.
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In terms of academic success, we are committed to supporting the learning of pupils across the ability range. Provision is made for pupils with English as an additional language and is separate from that provided for pupils with special educational needs (SEN).

### **4. The Curriculum**

We aim to provide a stimulating, relevant and exciting curriculum that will motivate and enthuse pupils. Pupils are encouraged to gain the confidence to access non-stereotypical curriculum areas. Mixed gender groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs.

#### ***45.1 Issues Specific to Disability***

It is vital that disabled pupils can access the curriculum. We provide a range of additional support, such as:

- a communication friendly environment
- additional resources
- support from Teaching Assistants
- training for Teaching Assistants
- SAT's access arrangement
- access arrangements into buildings, e.g., ramps, white markings on steps

- specialist equipment as necessary
- consideration to classroom size to ensure the space within the recommended size.

#### **4.2 Issues Specific to Race Equality**

The school is committed to tackling racial discrimination and to encouraging good race relations. Under the Race Relations Act 2000 there is a statutory duty to tackle racial discrimination. The school aims to prepare children for life in a multiracial society and to encourage appreciation of the benefits that diversity brings.

The school takes very seriously any allegation of racism. Any incidents are reported and recorded and dealt with according to the school's behaviour and anti bullying policies.

The curriculum is the main way in which an understanding of other races can be communicated. At the school this includes:

- challenging stereotypes as they arise
- seeking out resources that reflect cultural diversity and promote other cultures in a positive way
- liaising with external services in locating appropriate resources
- involving people from a diverse range of cultures and nationalities in various activities and roles within the school
- monitoring and analysing data to identify areas of weakness/strength linked to particular groups.

The school encourages a spirit of enquiry and the open sharing of experiences and religious beliefs. Children are encouraged to discuss their routines, particularly around times of major celebration.

The school also respects the needs of members of staff with different faiths and will always attempt to accommodate particular demands at different times of the year.

#### **4.2 Issues Specific to Gender**

All girls and boys at the school should be offered the opportunity to study and participate in the same curriculum activities. Teachers should have equal expectations of the children's ability irrespective of gender. Boys and girls will be expected to share equally a variety of tasks in and around the school. There will be times when single sex grouping is appropriate. Every opportunity will be taken to encourage children to choose subjects and activities not traditionally associated with their gender.

### **5. Resources**

Resources are prepared and selected that are free from gender or cultural bias, where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to provoke discussion.

### **6. Listening to Our Pupils**

The school council is only one way in which we enable our pupils' views to be shared. We place priorities on ensuring that pupils have the opportunity to express their views regularly and that actions are taken that reflect how they feel. This means including consultation and evaluation as part of every lesson and in all aspects of school life.

We actively encourage all groups to share their views through discussion groups and circle time. Listening to what pupils have to say alerts us to issues relevant to particular groups within the school and helps us to address these as they arise.

### **7. Involving Parents and the Local Community**

We seek to involve as many parents and members of the local community in our school as possible. We encourage active involvement through:

- written communications, such as newsletters.
- parents and open evenings
- fundraising and social events
- attendance at and participation in school productions, class assemblies and other school events.
- Friends of Beacon Rise
- Parent Voice
- Parent and Co-opted
- website
- suggestion box
- parents leading after school clubs

- sponsorship for school team kits
- parent helpers in school
- invitation/s to lead assemblies
- invitation to come and talk to children e.g. police, fire officers

Where parents are willing to help organise clubs and groups, the school aims to provide facilities and support. We encourage the letting of our school buildings and playing fields. We are committed to the principles of the extended school and host an extensive range of clubs out of school hours.

## **8. School Procedures — Considerations**

Home circumstances have an effect upon pupils' experiences in school. We take into account the differences that exist and that may place extra pressure upon particular pupils at particular times. Special factors that need consideration include:

- the impact of homework when pupils have commitments after school for religious observance
- the difficulties that some pupils experience in finding quiet zones to complete homework
- parents' difficulties with literacy and numeracy
- attitudes towards fundraising and how this might affect attendance at events
- any faith related implications for the curriculum, eg swimming lessons, changing for PE lessons, sex education
- ways in which the school year might be affected by religious festivals
- requests for money for trips, charities and other extras that might cause difficulties for parents
- the need for special food to be made available for religious reasons
- the particular circumstances of some families that might make holidays necessary in term time.

We address these considerations through:

- providing parents with early notice of trips and additional activities
- keeping the cost of any trips as low as possible
- providing a fund to top up trips where insufficient funds can be raised
- timing events after school so that they do not coincide with family commitments
- being aware of the implications of religious festivals for attendance
- providing additional facilities for pupils so that they can participate fully in times of religious observance, eg a prayer room during Ramadan
- ensuring that school catering provides for different religious requirements
- providing appropriate training of staff to ensure that they understand the special requirements of the school community
- drawing up accessibility plans to help us ensure that the school provides physical access for all
- providing support for pupils with regard to homework tasks and opportunity to complete in school time
- providing adult learning.

## **9. Admissions and Exclusions**

As a community school, our local authority (LA) is the admissions authority. Our governing body acts in accordance with the admissions arrangements determined and published by our LA. We recognise our role in admitting pupils from all sections of the community with a broad range of individual needs. We are committed to working actively with other services to avoid the need for permanent exclusion.

## **10. Access to Facilities**

The school's access plans are reviewed and updated annually. These aim to make the school more accessible and able to provide for the variety of physical and sensory disabilities that current and future pupils may have. Our accessibility plan provides the short, medium and long term plan for adapting our school building to ensure it provides access for disabled people.

## **11. English as an Additional Language**

We embrace the Government's basic statement that: "It is the responsibility of the government, Local Authorities, schools, and the community to work together to ensure that all young people can achieve their potential, whatever their ethnic or cultural background and whichever school they attend."

We work to maintain the key DCFS recommended good practices in working with ethnic minority students and their families by having a coherent strategy across the school, having high expectations, by seeking to support the learning of ethnic minority students in the classroom and by helping the families of our ethnic minority students to feel a welcome part of the extended school and local community.

We work with local services to ensure the appropriate support is in place to support both the language acquisition and the learning of all ethnic minority students to ensure they enjoy and achieve within and beyond the school context.

## **12. Extended Schools Provision**

The school is currently expanding its range of extended school activities. This includes the provision of additional clubs out of school hours. We will closely monitor the uptake of these opportunities by different pupils groups and members of the community.

## **13. Dealing with Issues**

We take pride in the way in which our pupils work together irrespective of differences of religion, ability and social background. However, on occasions, racism, sexism and bullying do occur. We acknowledge their presence and are committed to actively campaigning against them. We aim to tackle them by:

- maintaining an overall school ethos of respect and tolerance for one another
- insisting upon high expectations in relation to pupil conduct towards one another
- providing a range of opportunities for pupils of different ages to work together
- setting a good example ourselves as positive role models
- recording and addressing all incidents that are reported — incidents of racism being recorded separately along with any actions taken
- providing feedback on trends in incidents to the governing body
- taking advice from members of the local community and/or the LA where there are worrying trends or pressures
- applying our behaviour policy and appropriate sanctions where rules are broken
- working in conjunction with parents to discuss unhelpful attitudes and difficulties with social skills
- being alert to signs of racial harassment and bullying
- developing an ethos where concerns can be raised and discussed
- maintaining awareness of issues relating to harassment and bullying.

## **14. Monitoring and Review**

The Governing Body will review this Single Equality Scheme on an annual basis and publish relevant information as part of an annual report, where appropriate, on the progress achieved towards the actions highlighted in the individual action plans.

## **Linked Policies**

Other policies that should be referred to include:

- Antibullying
- Behaviour
- Curriculum Subjects
- Sex and Relationship Education
- Teaching and Learning
- Accessibility Plan
- Equal Opportunities
- Racial Discrimination
- Special Educational Needs
- Inclusion

## **Appendix 1**

### **Key Equalities Legislation**

Equal Pay Act 1970

Entitles an individual to the same contractual pay and benefits as a person of the opposite sex working in the same employment and doing equal work or equal value

#### Sex Discrimination Act 1975

Prohibits sex discrimination against individuals in the areas of employment, education, and in the provision of goods, facilities, services and premises.

#### Race Relations Act 1976

Makes discrimination on the grounds of race unlawful in the areas of employment, provision of goods, facilities, services and premises.

#### Disability Discrimination Act 1995

Prohibits discrimination against disabled people in the areas of employment, provision of goods, facilities, services and premises, education and transport.

#### Human Rights Act 1998

Places a duty on public authorities to act in a way that is compatible with the European Courts on Human Rights. Public service employees and private citizens may sue the public authority for damages should they feel that these rights have been breached.

#### Sex Discrimination (Gender Reassignment) Regulations 1999

Provides protection from discrimination to those who have undergone, are currently undergoing, or intend to undergo, gender reassignment on the grounds of sex, in matters of pay and treatment in employment and vocational training.

#### Race Relations Amendment Act 2000

Places a general duty on public authorities to promote race equality throughout all their functions.

#### Part Time Workers Regulations 2000

Ensures that all part time workers are entitled to equal terms and conditions of employment as full time workers.

#### Employment Equality (Religion/Belief) Regulations 2003

Make it unlawful for an employer to discriminate against or harass a job applicant or employee on grounds of religion/belief (defined as any religion, religious belief or similar philosophical belief).

#### Employment Equality (Sexual Orientation) Regulations 2003

Make it unlawful for an employer to discriminate against or harass a job applicant or employee on grounds of their sexual orientation or perceived sexual orientation (defined as sexual orientation towards persons of the same sex, opposite sex or same sex and opposite sex).

#### Disability Discrimination Act (Amendment) regulations 2003

All employees and service providers have to make reasonable adjustments to physical features of their premises to overcome barriers to access.

#### Civil Partnership Act 2004

Allows same sex couples to make a formal, legal commitment to each other by forming a civil partnership providing them with the same rights and responsibilities as opposite sex couples who enter into a civil marriage.

#### Gender Recognition Act 2004

Allows transsexual people to apply for full legal recognition in their acquired gender. The Act also defines an individual's gender history as protected information, prohibiting employers from disclosing it.

#### Employment Equality (Age) Regulations 2006

Prohibits discrimination on grounds of age in employment and training and provides greater rights for employees with regard to requesting to work beyond normal retirement age.

#### Equality Act 2006

Includes the creation of the Equality and Human Rights Commission. The Act makes it unlawful to discriminate on grounds of religion or belief or sexual orientation in the provision of goods, facilities and services, the management of premises, education and the exercise of public functions. It also places a positive duty on public authorities to promote equality between genders throughout all their functions.

Approved by Governors Environment committee	Term 2 2018/2019
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