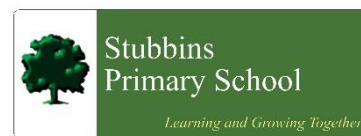


Stubbins Primary School

Policy for Single Equalities 2022-23



At Stubbins 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 local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

Aims of policy:

The policy outlines the commitment of staff, pupils and governors of Stubbins 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
- Volunteers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Stubbins Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

At Stubbins 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. As well as this we ensure all pupils will achieve their full potential academically, personally and socially.

School in context:

- 206 pupils on roll
- One form entry school: 7 classes from Reception to Year 6.
- Socio-economic - A low percentage of pupils come from disadvantaged backgrounds as measured by the English 'Indices of Deprivation'.
- Ethnic heritage – 12% of the school population are from ethnic minority backgrounds including Pakistani, Indian, Chinese, mixed White and Black Caribbean, mixed White and Black African and mixed White and Asian heritages. 88% of the school population are White British families.
- Gender balance– Stubbins Primary School is a mixture of 50% boys and 50% girls.
- FSM 6.3% eligible for Pupil Premium funding. This is lower than the averages for Lancashire. The current Y2 class is particularly high for FSM eligibility.
- SEND 8.7% which is below the Lancashire average of 11.2%, 1% of the school have EHC plans which is similar to the Lancashire average of 1.8%
- CLA – 0% of the school population which is below the Lancashire average of 0.6%.

Stubbins is a 2 storey building. A ramp is available in the car park to allow easy access to wheelchair users. A number of the external doors are wide enough to accommodate a wheelchair and have key fob openings. Access to the junior playground includes a ramp to allow wheelchair access.

Ethos and Atmosphere:

At Stubbins Primary School the leadership of the school community will demonstrate mutual respect between all members of the school community.

There is an open 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 offensive remarks or suggestions. All pupils are encouraged to greet visitors with respect and friendliness.

Displays around school are high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Legislation and Guidance:

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities:

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Matt Dunkin who will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive Headteacher Mr Neil Gurman and Headteacher Mrs Laura Parrish will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All 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 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.

Eliminating discrimination:

At Stubbins Primary School we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations:

At Stubbins Primary School, we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and Relationships, Sex and Health Education (RSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and consultation with:

- Parents via questionnaires and the school website
- School staff
- Governing Body, including parent governors
- School Council

Publicising the policy and plan:

This policy will be made available on the school website. The availability of the policy will be made known to parents and other stakeholders through newsletters and reference to the policy in school documents. A paper copy will be made available from the school office upon request.

Equality Objectives

At Stubbins Primary School we aim to ensure that all pupils regardless of background and characteristics have a positive experience of school.

To ensure this occurs Stubbins Primary School carries out an analysis in relation to further enhancing equality and also aligns without school improvement plans.

Over the next 4 years (2022-2026) the following objectives will be a key focus for enhancing equality and opportunity for all. In addition to the information provided below please refer to Stubbins Primary School Equality Action Plan 2022-26.

Objectives:

- 1) Pupil Premium funding is used effectively impacting on pupil outcomes that are in line with national expectations across all Key Stages. Accessing the National Tutoring Programme with a focus on reading is a key aspect of this approach.
- 2) Pupil attendance, punctuality rates and persistent absence will be at least in line with national averages for all pupil groups across school.
- 3) Pupil, Staff, Parent and Governors voice is promoted within school and impacts positively on them as responsible, respectful and active citizens. Opinions from all backgrounds, demographics and protected characteristics will be listened to.
- 4) Writing outcomes at the end of each Key Stage are in line with national expectations for all pupils – including PP learners.

Monitoring Arrangements:

Stubbins Primary School will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

We collect and analyse a range of equality information for our pupils/students. This includes:

- Use of the LSIP
- Health LSIP
- ASP and IDSR
- SIMS
- Pupil and parent questionnaires

We make regular assessments of pupils' learning and use this information to track 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 achieving their full potential. 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 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 including different pupil groups
- Exclusions
- Racism, disability, sexism, homophobia and all other forms of bullying
- Parental involvement
- Participation in extended learning opportunities

Our monitoring activities enable us to identify any specific differences in pupil or group performance and provide specific supports 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.

Stubbins Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

We always 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.

We collect equality information in line with LCC guidelines for employment including race, gender and disability. No issues have arisen from this data analysis. All personal information is treated as confidential and is only accessed by the Headteacher, school bursar or appointed interview panels. All records are stored securely and confidentially.

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 Executive Headteacher.

Their role is to:

- Lead discussions, organise training, update staff in meetings and support discussions.
- Work with the Governing Body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice:

Learning and Teaching

We aim to provide all of our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture, religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupil's advocacy skills so they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupils.
- Take account of the performance of all pupils when planning for future learning and setting of challenging targets.
- Make the best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training the support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from pupils.
- Adults in school will provide good, positive role models in their approach to all issues relating to equality of opportunity

- The school places a very high priority on the provision for SEND. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internally and externally, including displays and signage.

Curriculum:

At Stubbins Primary School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promote positive attitudes to equality and diversity.
- Pupil will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are also taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.
- All pupils have access to quality teaching and learning experiences which recognise attainment, achievement and promote progression.

Resources and Materials:

The provision of good quality resources and materials within Stubbins is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of groups in a global context.
- Are accessible to all members of the school community.

Language:

We recognise that it is important at Stubbins Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups identified in this policy.
- Creates the conditions for everyone to develop their self-esteem.
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Enrichment Opportunities:

It is the policy of the school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils:

We undertake at Stubbins Primary School to make appropriate provision for all bi-lingual pupils to ensure they access the curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the UK
- Gypsy, Roma and Traveller pupils
- Advanced bi-lingual learners
- Asylum seekers/ refugees

We use first language effectively to enhance learning.

Personal Development and Pastoral Guidance:

Staff take into account gender, ethnicity, disability, religion or belief, sexual orientation, age or any other area of discrimination and the experience and needs of all groups.

All pupils, staff, parents, carers are given support as appropriate when they experience discrimination.

We recognise that perpetrators may also be victims and require support.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development:

We recognise the need for positive role models and distribution of responsibility among staff. This must include:

- Pupils access to a balance of male and female staff at all Key Stages where possible.
- Encourage the career development and aspirations of all school staff.
- Provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment:

All of those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

Equalities policies and practices are covered in all staff inductions.

All temporary staff are made aware of policies and practices.

Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with parents/carers/families and the wider community

We will work with parents/carers/to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities.
- The school recognises that it has a role to play in supporting new and settled communities.

Commissioning and Procurement:

Stubbins Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in tendering processes. We will whenever possible use suppliers and contractors approved and recognised by LCC.

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

This policy will be reviewed annually by the Governing Body.

The next review date will be September 2023.

Appendix 1 – for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools.

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities.
That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- 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.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation 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).

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 reassignment is the process a transgender person goes through to change sex.

Signed:	Signed: Pending confirmation of governors' approval On behalf of the Governing Body
Executive Headteacher's name: Mr N Gurman Acting Headteacher's name: Mrs L Parrish	Chair of Governors name: Mr M Dunkin
Date: September 2022	Proposed Review date: September 2023