



# Aughton St. Michael's C. of E. School

## Single Equalities Policy

Date Approved: September 2020

Review Date: September 2022

### Mission Statement

**A**chieving all we can to develop fully our hearts and minds.

**S**haring in a loving, caring, Christian community.

**M**aking sure everyone is valued



### Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Aughton St. Michael's C.E. 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 should feel safe, secure, valued and of equal worth. At Aughton St. Michael's C.E. 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.

#### Aughton St. Michael's School Equality Statement

Everyone at Aughton St. Michael's School is Equal. In our school everyone is treated with fairness and as equals. The staff treat all pupils regardless of gender, race or abilities with respect.

Evidence and examples of this: -

All children are expected to wear school uniform

All sports activities are accessible by all, including dance, football, netball etc

All extra-curricular activities which age are appropriate, are open to all

In school productions and Nativities girls often play the role of a male and vice versa.

All pupils share in jobs around school and classroom monitors and are chosen on a rota system.

All children are treated the same, no favouritism is shown by members of staff.

Children attending Aughton St. Michael's CE School who cannot speak English are included in all our lessons and activities, and are given one to one help where needed.

Girls and boys all follow the same rules.

Children needing extra help with their work are given extra support if they want it, so they do not struggle.

Staff work closely together to ensure that all pupils reach their full potential. The school has a calm and caring ethos, where children are encouraged to respect all.

Pupils appreciate the many stimulating and engaging activities they are offered by their teachers. They enjoy learning and, as a result, all pupils, including those with special educational needs and/or disabilities, make very good progress from their starting points. Gaps in performance between different groups of pupils are usually marginal, and almost all children reach the ambitious targets set for them.

Individual support for pupils with special educational needs and/or disabilities is closely tailored to their needs and, as a result, they enjoy learning and acquire the confidence to make outstanding progress.

Care, guidance and support of pupils is outstanding. Support for those who are recognised as being vulnerable is based on a thorough assessment of their needs and a detailed programme of support is implemented.

### Ethos and Atmosphere

At Aughton St. Michael's C.E. 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 our school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to our school with friendliness and respect. The displays around the school are of a good quality and reflect diversity across all aspects of equality of opportunity and are monitored on a regular basis. Provision is made to cater for the spiritual needs of all the children through planning of Worship, classroom based and externally based activities. School recognise the importance of teaching and reinforcing British values and incorporate these into Worship, the curriculum and general expectations.

Our school is situated in the semi-rural village of Aughton, West Lancashire. The local community are predominantly of white British background and therefore as a school we recognise the pivotal role we play in developing community cohesion.

In order to prepare all our pupils for living and working in a diverse and cohesive society we work with their pupils to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part;
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.

### Monitoring and Review

Aughton St. Michael's C.E. 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 learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils.

When a child is admitted to our school, we collect information on their ethnicity, disability and gender.

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 (e.g. gender, pupil premium and special education), 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. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

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.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- 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.

Aughton St. Michael's C.E. School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. 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.

Aughton St. Michael's C.E. School collects information on staff in post, and applicants for employment, training and promotion in order to identify potentially discriminatory practice. We analyse by gender, age, ethnicity and disability.

We collect and analyse a range of profile information for our staff including staff profiles, and attendance at training events. All personal information is treated as confidential, and is only

accessed by the appointed interview panels, Headteacher and School Administrator. All records are kept in a secure location where only the Headteacher and School Administrator have access.

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 at our school is the Headteacher, Deputy Headteacher, Helen Wood ( SENDO), Emma Stone ( Pupil Premium Leader).

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

#### Developing Best Practice -Teaching and 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, 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 and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity; whereby all subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Make best use of all available resources to support the learning of all groups of pupils
- Seek to involve all parents in supporting their child's education

- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Identify resources and training that support staff development

#### Developing Best Practice - 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 all pupils.
- Adults in the 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 special educational needs and disability. We will endeavour to 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 to be 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 - to ensure it is accessible for all whilst promoting equality for all.

#### Developing Best Practice - Curriculum

At Aughton St. Michael's C.E School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.

- Steps are 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 qualifications which recognise attainment and achievement and promote progression.

#### Developing Best Practice - Resources and Materials

The provision of good quality resources and materials within our school is a high priority.

These resources should:

- 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 all groups in a global context
- Be accessible to all members of school community

#### Developing Best Practice - Language

Within our school community we recognise the importance of using appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people 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.

#### Developing Best Practice -Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and ensure that any outside agency providing such opportunities are aware of this policy by providing them with guidelines. We try to ensure that all such non-staff members who have contact with children adhere to these.

### Developing Best Practice - provision for bi-lingual Pupils

We undertake at to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum.

### Developing Best Practice -Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of other particular 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.

### Developing Best Practice -Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes, where possible, pupils' access to male and female staff.
- We encourage the career development and aspirations of all school staff
- It is our policy to 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.

### Developing Best Practice -Staff Recruitment

- All 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.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### Partnerships with Parents

#### Developing Best Practice -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.
- A body of governors (including Parent governors) meet termly & as part of their role they review the schools' commitment to equality and diversity and other matters related to its equality's duties.
- Members of the local community are encouraged to join in school activities.

### 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.

#### 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.

Our Single Equalities Policy is a public document and is made available to all stakeholders through our School website.

#### Annual Review of Progress

Aughton St. Michael's report annually on our progress and performance in respect of the action plan and other aspects that are covered under the equality heading. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the legislation and which will formulate the basis for the annual action plan. This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle. However, the contextual content is renewed annually.

#### Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.