

Brown Clee C.E. Primary School

Single Equalities Policy



POLICY DOCUMENT

Reviewed February 2017
Future review date February 2019

Brown Clee CE Primary School Single Equalities Policy

The ethos of Brown Clee CE Primary School is one which welcomes all children. We aim to develop positive relationships which reflect Christian values and to ensure that each child develops to their fullest potential as a balanced member within the community.

Principles

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school community. We recognise and value difference. Every member of the school community should feel safe, secure, valued and be recognised as of equal worth. This involves tackling barriers which could lead to unequal outcomes. At Brown Clee CE Primary School equality is a key principle for treating all people with the same respect and value irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics¹.

This single equalities policy (SEP) has been drawn up as a result of a working party and discussions involving representatives of teaching and support staff, pupils, parents, and governors and outlines our commitment to promoting fairness and equality and is the foundation for setting the school's equality objectives. The SEP principles have been taken into account in other relevant policies, including admissions; anti-bullying; promoting good behaviour; safeguarding and safer recruitment; special educational needs and accessibility plan and are available on request from school or to be found on our website.

The Equality Act 2010² introduced a new single equality duty and replaces the previous three separate duties in order to provide a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Therefore, this SEP incorporates the relevant procedures and practices in previous school policies including race, gender and disability.

Monitoring and Review

The head teacher and the governors are responsible for co-ordinating the monitoring and evaluation of the SEP. They will be responsible for:

- providing updates on equalities legislation and the school's responsibilities in this regard
- publishing, annually updates on the school's equality information and objectives
- supporting positively the evaluation activities that monitor the impact and success of the policy on all members of the school community, staff and pupils including: pupils with special educational needs (SEN), looked after children, those of a minority ethnic heritage, including Travellers, pupils with English as an additional language (EAL), those with disabilities or learning difficulties and pupils who receive free school meals, in the following recommended areas:
 - pupils' progress and attainment
 - learning and teaching
 - behaviour, discipline and exclusions
 - attendance
 - admissions
 - incidents of prejudice-related and all other forms of bullying

¹ Single Equalities Act 2010

² DfE website article 23 October 2012 Equality Act 2010

- parental involvement
- participation in extra-curricular and extended school activities
- staff recruitment and retention
- visits and visitors.

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to fulfil their potential. To achieve this we will ensure:

- curriculum planning reflects a commitment to equality and that will be indicated in the written planning documents
- the curriculum prepares pupils for life in a diverse society and values opportunities to reflect the background and experience of pupils and families in the school
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language
- the use of images and materials which positively reflect both genders and a range of cultures, disabilities and identities represented in the UK today and worldwide. .

Promoting Equality: Achievement

We have consistently high expectations of all pupils. To secure the best possible outcomes we recognise that:

- all adults in the school will be expected to provide good, positive role models in their approach especially to all issues relating to equality of opportunity
- it is important to identify the particular needs of individuals within the school and to use targeted interventions to narrow gaps in achievement
- a range of teaching methods and monitoring is required throughout the school to ensure that effective learning takes place at all stages for all pupils
- all pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of Brown Clee CE Primary School.

We will strive to:

- demonstrate mutual respect between all members of the school community
- achieve a feeling of openness which welcomes everyone to the school with friendliness and respect
- provide for the social, cultural, moral and spiritual needs of all pupils
- encourage all pupils' to respect and value all their peers and others, in order to foster appropriate views of equality, in keeping with the values and ethos of the school
- use positive role models throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

We will ensure that:

- all posts are advertised formally and open to the widest pool of applicants

- all those involved in recruitment and selection are suitability trained
- access to opportunities for professional development is monitored on equality grounds
- this SEP is covered in all staff inductions
- all supply staff and contractors are made aware of the school's SEP
- recruitment and employment procedures are reviewed regularly by the head teacher and governors to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

At Brown Clee CE Primary School any form of harassment and bullying is unacceptable, therefore the school will:

- counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- have a clear, agreed procedure for dealing with prejudice related bullying incidents and the head teacher will be responsible for recording, monitoring incidents and ensuring appropriate action is taken
- ensure details of the number of any prejudice related incidents recorded in the school are available to the governing body and local authority on a termly basis.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Brown Clee CE Primary School aims to work in partnership with parents/carers. We will:

- encourage all parents/carers to participate in the life of the school
- ensure that all parents/carers of newly arrived pupils are made to feel welcome
- maintain good channels of communication between home and school
- encourage members of the local community to join in school activities and celebrations, as well as the school participating in community events
- encourage in our pupils and local communities an understanding of, and responsibility to, the global community.

Promoting Equality: The Environment

The school will continue to regularly re-examine the school buildings and accommodation evaluating the existing provision and its systems in order to promote equality of access and use of our facilities. The head teacher and governors will conduct an audit of the physical environment on a regular basis to ensure that all aspects of the provision matches the needs of the current and known future school population, staff and any community users. This will initially be the responsibility of the Finance, Personal and General Purposes (FPGP) committee and then reported to the full governing body.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The governing body has responsibility for ensuring that:

- the school complies with all relevant equalities legislation and that the school's SEP policy is monitored and updated regularly together with all other related policies and procedures.

The head teacher has responsibility for:

- providing leadership and vision in respect of equality in partnership with the governing body
- overseeing the implementation of the SEP
- co-ordinating the activities related to equality and evaluating impact
- informing all visitors that Brown Clee Primary CE School has a SEP
- ensuring that all staff are aware of their responsibilities and are given relevant training and support.

All school staff have responsibility for:

- the implementation of the school's SEP.

Measuring the Impact of this Policy

This SEP and all other relevant policies will be evaluated and monitored regularly including at staff meetings, governors meetings and in consultation with pupils and parents and carers for their equality impact on all members of our school community. This information will be shared with staff and governors and made available to parents and carers, including through the website.

January 2017.

Appendix A Brown Clee CE Primary School Equality information at January 2017³.

Characteristic	Total	Breakdown
Number of Pupils	94	Male 67 Female 60
Number of Staff	19	Male 1 Female 18
Number of Governors	13	Male 2 Female 11
Religious character	Church of England	
Attainment on entry	Good	
Mobility of school population	15.5% 85.4% National	Raise online 2012(Ofsted data)
Pupils eligible for free schools meals	10	
Deprivation factor	0.10 0.24 National	Raise online 2012 (Ofsted data)
Disabled staff	0	
Pupils with special educational needs	9	SEN Support 6 EHCP 3
Disabled pupils	0	
Black and minority ethnic pupils	1	Well below national (Ofsted data)
Black and minority ethnic staff	0	
Pupils who speak English as an additional language	0	Well below national (Ofsted data)
Average attendance rate	96%	2011/12
Extended schools	The school offers after school clubs every day to their pupils. There is a mixture of sports and non-sports clubs, clubs for KS1 and KS2. No child is excluded from any club because of gender or for any other reason	

³ To be updated annually

Appendix B

Brown Clee CE Primary School Single Equalities Policy 2016-19

R= Race, D=Disability, G=Gender, SO=Sexual Orientation, A=Age, R/B=Religious Belief, CC=Community Cohesion							Planned Outcome	Planned Action	Timescale	To be actioned by	Measurable Success Criteria	Monitored by
R	D	G	SO	A	R/B	CC						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To develop a fully inclusive curriculum accessible to all pupils irrespective of their background or ability or disability.	Review present curriculum. Attended relevant training. Design a new curriculum accessible to all pupils with a 20% designed around the local surroundings.	2017 and on-going. Review in summer term each year in 2017, 2018 and 2019.	All teaching staff School Council	New Curriculum in place in line with government requirements and reflecting the SEP Parents are informed	Head Teacher Governors termly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Engage with people from different backgrounds.	Develop and nurture links with schools of a contrasting context to Brown Clee. Ensure multicultural links are explicit in school's curriculum.	2017-2020 Review at end of July 2017	Mrs Heath Miss Relph	Action plan for school links written. Visits planned and actioned.	Link Governor

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				To raise girl's attainment in maths.	To increase girl's confidence and competence in maths across the school, especially the understanding of number and place value.	2017 and review in July 2017	All Staff	Girls make at least as good progress as boys across the school.	Head Teacher Governors
<input type="checkbox"/>	When the need arises ensure that all areas of the school are accessible to visitors.	Monitor school site. Ensure that no development reduces the access for the disabled. Risk assessments inside and outside school premises and accommodation features accessibility	2017 and on-going Review annually (2017, 2018 and 2019) each year at summer meeting of the FPGP committee	Head Teacher Governors FP&GP Committee	Almost all areas remain accessible to all visitors.	Head Teacher Governors FP&GP Committee						

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

*age discrimination legislation does not apply to the treatment of pupils or provision of education.

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged? Yes (If 'yes' please give details below) No

Frequency or duration of behaviour

- Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- Buddhist Rastafarian Don't know
 Christian Sikh
 Hindu Other
 Jewish No religion
 Muslim Prefer not to say

Sexual orientation

- Heterosexual
 Bisexual
 Gay/Lesbian
 Prefer not to say
 Don't know

Ethnicity

- | | | |
|---|--|--|
| <input type="checkbox"/> White British | <input type="checkbox"/> White & Black Caribbean | <input type="checkbox"/> Any other black background |
| <input type="checkbox"/> White & Black African | <input type="checkbox"/> Indian | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> White Irish | <input type="checkbox"/> Pakistani | <input type="checkbox"/> Any other ethnic background |
| <input type="checkbox"/> White & Asian | <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Other white background | <input type="checkbox"/> Black Caribbean | <input type="checkbox"/> Don't know |

- Any other mixed background Black African
 Eastern European

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

