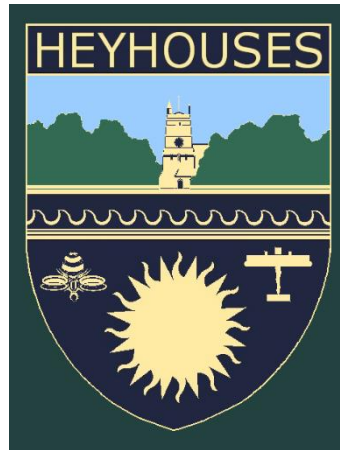


Heyhouses Endowed CE Primary School



Equality Policy

Statement of Principles

"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be"

This policy outlines the commitment of the staff, pupils and governors of Heyhouses Primary School to ensure that equality of opportunity is available to all members of our 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.

We aim to provide an environment where:

- All children are happy, highly motivated and well prepared for participation in a diverse society;
- The quality of teaching and learning enables each child to achieve their best;
- Staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- Parents are proud to send their children to this school and enjoy working in partnership with us.

We strive to include, engage and meet the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. This school will take steps to:

- promote equality of opportunity and access to the building, the curriculum and the full life of the school
- oppose all forms of prejudice and negative discrimination.

The inclusive ethos of our school is recognised by parents and visitors.

"Care for pupils is excellent and this breeds a positive atmosphere where pupils feel secure and valued." (Ofsted)

When asked what are the important strengths of this school parents responded:

“Very good support for non-English speaking pupils.”

“Being shown and encouraged to care and respect other people.”

“Excellent teaching – high expectations and very high standards for all pupils.”

Our ‘Equality Statement’ and ‘Equality Objectives’ are published, and reviewed regularly, on our school website.

School in Context

The Lancashire School Information Profile details our school characteristics and is available on request from the school offices.

Ethos and atmosphere

At Heyhouses a warm welcome meets all our visitors. All pupils are encouraged to greet visitors to the school with friendliness and respect. The leadership team demonstrates mutual respect between all members of the school community. This is, in turn, reflected by all members of staff. All within the school community challenge any type of discriminatory and/or bullying behaviour.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of worship times, classroom based and externally based activities.

We expect our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

We expect all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported

- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We expect all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

We expect governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We expect the wider community to:

- Develop good relations with our school
- Broaden our horizons

Learning and Teaching

Heyhouses 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 a learning environment in which each individual is encouraged to fulfil her or his potential.

As part of our self-evaluation process we collect and analyse a range of equality information for our pupils. Attainment and pupil progress data, involvement with extended learning opportunities, absence, exclusions, parental involvement, behaviour logs and complaints of bullying are analysed by ethnicity, SEND, disability, gender, free school meals (FSM).

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, 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.

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.

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;
- 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
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Language

We recognise that it is important at Heyhouses 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 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

Recruitment and selection

Heyhouses School is 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 needs of our population.

- 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

Policy Development and Review

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with all staff, the School Council and the Governing Body.

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. Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.