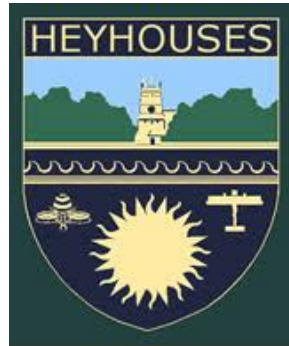


Heyhouses Endowed Church of England Primary School Single Equalities Policy



"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 statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.

This policy outlines the commitment of the staff, pupils and governors at Heyhouses Endowed Church of England Primary School to ensure that equality of opportunity is available to all members of the school community.

This policy has been created by the SENCO Team, in liaison with the staff, Headteacher and Senior leadership team and has the full agreement of the Governing Body.

Statement of principles

For Heyhouses, the single equalities policy is not simply about 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 our school family.

These include:

- Pupils
- Staff including non classroom-based 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 Heyhouses, 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.

The school in Context

Heyhouses is an Endowed Church of England Primary school with capacity for up to 630 pupils from Reception (EYFS) through to Year 6. It is a much larger than average sized primary school with 21 single age classes based in two separate adjacent buildings. Years 1 and 2 are located in the Sir John Alcock building and our reception classes, together with years 3-6, are based in the newly built Westall building. Both sites are closely linked through their playgrounds and despite being developed over a split site there is a strong school family ethos and identity that is clearly recognisable throughout Heyhouses. All pupils have full access to the curriculum in whatever way they learn and progress. The proportion of pupils from minority ethnic groups who attend the school is well below average, as is the proportion of pupils who speak English as an additional language.

At present (*Summary Statistics on 6 October 2021*):

There are 74 children on SEN Support: (12.34%) (Primary National Average 2020/2021 - 12.6%)

There are 12 children in school with an EHCP (2.0%) (Primary National Average 2.1%)

The proportion of pupils known to be eligible for pupil premium funding is well below the national average

At Heyhouses Endowed Church of England Primary School we recognise that every child is unique and special.

Within our rich and varied curriculum, every child is given opportunities and support, in a safe, caring and stimulating environment, to ensure they have the chance to reach their full potential. Our dedicated staff including those teaching in the classroom and members of our wider school family are committed to meeting the needs of all the children and strive to break down any barriers that are preventing pupils from making the progress they are capable of.

As a school, we recognise the importance of not only supporting children's academic progress but also developing their behavioural, emotional and social skills to enable them to become confident, independent learners and all that God created them to be. With our mission statement at the heart of everything we do, we will teach, guide and nurture our all our children, whatever their abilities, through the Heyhouses core values of faith, forgiveness, justice, trust, respect, courage, peace, friendship, love and hope.

Our most recent OFSTED report rated Heyhouses outstanding for personal development, behaviour and welfare. It was noted by inspectors that:

- *The school's work to promote pupils' personal development and welfare is outstanding.*
- *The pupils who met with the lead inspector knew about different types of bullying, including racist and homophobic bullying. They said that bullying very rarely happens at the school. They also said that, on the very rare occasions it does, there is always a member of staff who will sort things out quickly.*
- *Leaders provide strong pastoral care and guidance for disadvantaged pupils. Staff use a range of measures to support these pupils and encourage their social and emotional development.*
- *Pupils have a good understanding of the importance of tolerance and respect. They learn about different cultures and religions. Pupils from different year groups have recently visited a mosque, a synagogue and a Hindu temple. School leaders have also developed a link with a school in Kenya and pupils from the two schools write to each other to share information about their daily lives*

The Governing Body is made up of a variety of parents and professionals who bring with them a wide range of experience in service provision, employment and issues relating to the needs of those who come under the nine categories of the protected characteristics. These include work within:

- Civil Service
- Business
- Religious
- Community
- Education

Since 2016 the school environment has changed and throughout these changes, accessibility to the whole environment for all has been a key priority. Today all areas of school are accessible. Consideration has been given to parking facilities and access to suitable toilet facilities to make access wholly and completely possible for all.

Ethos and Atmosphere

At Heyhouses, openness and respect form the basis of all relationships across the school community. Leadership is developed within all groups and is based upon love and the uniqueness of each member. This ensures a mutual respect between all members of the school community. Leaders seek to empower each individual to believe anything is possible. There is an openness of atmosphere which welcomes everyone to the school and provides a safe and secure environment in which everyone can grow. 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 or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and are beginning to reflect diversity across all aspects of equality of opportunity and are frequently monitored. We firmly believe that all individuals have the right to 'be themselves' and therefore the dignity of each individual is respected, and children, parents, staff and Governors are encouraged to celebrate differences as unique gifts from God.

Our most recent OFSTED Report states:

- *Good relationships between leaders, staff and pupils underpin the school's effectiveness. Staff morale is high. Staff told inspectors that they are proud to work at the school.*
- *Pupils value the care, guidance and support that they receive each day. Parents are also highly supportive of the school's leadership team. Almost all responses to Parent View, Ofsted's online questionnaire, were positive. Many commented on the special 'family-like ethos' which school leaders have maintained as the school has grown from two- to three-form entry across two sites.*
- *The school's exciting curriculum provides memorable learning experiences for all pupils. This supports their spiritual, moral, social and cultural development extremely well. Pupils learn about issues such as democracy, diversity and equality through the curriculum, special events, religious education and assemblies. This prepares them well for life in modern Britain*
- *Pupils are courteous, polite and friendly. They are proud of their school and are respectful towards each other and the adults who teach them. Pupils were extremely keen to talk to inspectors during this inspection about their positive experience of school.*

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process in line with LA guidelines and will be developed through consultation with pupils, parents, staff, governors, the parish and the wider community. Latest guidance will be available on request. This policy should be read in conjunction with the following school policies and documents:

- Accessibility plan
- Behaviour
- SEN Policy
- Safeguarding and Child Protection
- Medicine
- Anti-Bullying
- Admissions
- Inclusion policy

Monitoring and Review

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 their potential. We collect and analyse a range of equality information for our pupils. 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. 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 data 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
- Exclusions and truancy
- Racism, disability, sexism, homophobia, and all forms of bullying
- Parental involvement
- 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.

Heyhouses 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. Our most recent OFSTED inspection reports:

- *Governors know the school well. They are regular visitors to the school and have supported school leaders in overseeing a challenging building programme and a successful expansion in pupil numbers.*
- *Governors bring a broad range of skills and experience to their roles. They provide both challenge and support for school leaders. Governors are aware of the school's strengths and the main areas that need to be improved.*
- *Governors support school leaders in ensuring that there is a strong culture of vigilance regarding safeguarding matters. Regular health and safety checks and appropriate risk assessments ensure that pupils are kept safe in school.*

We collect and analyse a range of profile information for our staff and governors:

Staff profile

Attendance on courses

Targets met through Performance Management and impact on professional development

Staff turnover and development of leadership roles

Governing body profile (At Heyhouses we recognise the requirements of the GDPR will apply, but at the same time that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers have to be placed in the public domain.)

Aims of the Policy

At Heyhouses we are committed to identifying areas of need through analysis of the data we collect. We will:

- Continue to develop children's awareness of equality and diversity issues.
- Provide our pupils with various opportunities to be part of the decision-making process.
- Give due regard to the promotion of equality in the School Improvement Plan.

Monitoring and evaluation of the policy and action plan is carried out by the SLT with the assistance of the Governing Body. 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

Learning and Teaching

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

The 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 will place a very high priority on the provision for special educational needs and disability.

We will meet all pupils' learning needs including the more able, gifted and talented children by carefully assessed and administered programmes of work

The school will provide 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 internal and external, including displays and signage

The Curriculum

Our most recent OFSTED inspection reported:

- The school's well-planned curriculum helps pupils to develop strong spiritual, moral, social and cultural understanding.
- There are many strengths in the wider curriculum. Pupils enjoy the broad range of sports that they experience, and a variety of music lessons are offered each week.
- School leaders have overseen the development of a broad and exciting curriculum. There is a wide variety of high-quality artwork on display in classrooms and corridors.
- There is an active school choir and pupils have the opportunity to take part in small-group and individual instrumental tuition.
- Leaders also ensure that pupils' experience of school is enriched by a range of educational visits and residential trips. Each year the school also hosts the 'MAD Festival', a celebration of different cultures which enhances pupils' learning in music, arts and drama.

At Heyhouses, 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

Resources and Materials

The provision of good quality resources and materials within Heyhouses 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 the school community Language.
- We recognise that it is important at Heyhouses that all members of the school community use appropriate language which:
 - Does not transmit or confirm stereotypes
 - Does not offend
 - Create and enhances positive images of particular groups identified at the beginning of this document
 - Create the conditions for all people to develop their self esteem
 - Use accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of Heyhouses 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 (e.g., sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

At Heyhouses we make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language

- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Tolerance

Staff accept differences in gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. They make every endeavour to understand the experiences and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

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. 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.

Staff Recruitment

When employing staff, criteria is related to our mission statement, which places the development of the Christian character of Heyhouses, its pupils and staff, at the centre of all learning. Our Heyhouses family show commitment to leading the spiritual development of the whole school community, therefore, we will always seek individuals who will embrace our ethos and religious denomination.

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 policies 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/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 and members of the local community are encouraged to join in school activities. At Heyhouses our whole school community is committed to exploring how we can have a role to play in supporting new and settled communities.

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 coordinating the implementation of this policy.

All 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 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

Commissioning and Procurement

Heyhouses will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

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. This policy will be publicised on our school website and will be available to parents/carers on request.

Annual Review of Progress

Progress and performance in respect of this policy covering ethnicity, disability and gender will be reported annually to meet the requirements of current legislation. This will then form the basis of the annual school action plan.

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 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.

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: A 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 (e.g., diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender: The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

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 or discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It assumes that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia 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 re-assignment is the process a transgender person goes through to change sex