



Single Equalities Policy

Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for Priory Rise School. It replaces earlier policies and allows the same unifying principles to affect all our equality work.

Principles

Priory Rise School is founded on a strong commitment to equality and to the promotion of a caring and supporting school community. All adults are expected to be good role models and to demonstrate this through their conduct in the good relationships that they promote and establish in the school community. In particular, respect and care for everyone in the school community are fundamental principles which underpin our school ethos and our behaviour code. Our school has a strong commitment to eliminating any forms of discrimination.

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. 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 Priory Rise School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher. The Headteacher will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in relation to this
- Working closely with the governors
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic pupils (including Traveller and EAL children) and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Conduct, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

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Policy Commitments

Promoting Equality: Curriculum

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

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses 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 wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity. In addition:

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to fully engage pupils in their own learning to help them to learn

Promoting Equality: The ethos and culture of the school

At Priory Rise School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the Student Council, pupil surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

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Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- Those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All staff are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school

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

Priory Rise School aims to work in partnership with parents/carers and therefore we

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome

Responsibility for the Policy

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

The Governing Board has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The Curriculum Committee will have an overview, on behalf of the governing board, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

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The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the governing board, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

Action Plan 2018 - 2020

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Measurable success?
All	Publish and promote the Equality Plan through the school website and staff meetings. All staff and governors are aware of this plan.	Question about parent awareness of Equality scheme in staff/governor questionnaires.	Headteacher/ deputy	Approve by Governors – academic year 17-18	Staff familiar with principles of Equality Plan and use this in planning lessons, displays, assemblies etc. Parents aware of Equality plan.
All	Monitor and analyse pupil achievement by different groups and act in any trends and patterns in the data that require additional support for pupils.	Achievement data analysed by different groups on a termly basis.	Headteacher Governing board	Ongoing x3 per year – Dec, Apr, July	Headteacher report Analysis of Year leader assessments through termly data reports
All	Ensure that the curriculum promotes role models and heroes that pupils positively identify with, which reflects the school's diversity	Increase in pupils' participation, confidence and achievement levels	HT/DHT, Year leaders through planned lessons, assemblies, PSHE, values	Ongoing Review July 18	Children recognise and recall key characters of influence past/present
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity	Increase in pupil participation, confidence and positive self-identity. Monitored through PSHE	Art curriculum team, RE curriculum team and PSHE curriculum team – team leaders to oversee.	October 17, February 18, June 18.	Ensure diversity displays are reflected across all teams within the school over the course of an academic year
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through	School council representation monitored by key groups Children of all groups are able to participate in	SENCO (responsible for student council) Restorative lead teacher	From September 17 onwards	Monitor diversity within school membership and as role models within the

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	involvement of Student Council by election, class assemblies, fund raising opportunities etc	restorative leaders programme – Year 6			restorative leaders
Race Equality Duty	Identify, respond and report racist incidents as outlined in the racial equality policy. Report figures to the Governing Board/local authority on termly basis	HT report termly to the Governing Board. Headteacher/Governing board will use the data to assess the impact of the school's response to incidents	HT Governing Board	Autumn, Spring, Summer term	Teaching staff are aware of racist incidents and respond to incidents following the policy.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	Lesson observations Planning and book scrutiny – RE curriculum team Assembly guest speakers organised Planned assembly opportunities throughout the year	RE and PSHE curriculum teams DHT – plan overview of teacher assemblies at start of the year	Ongoing	Increased awareness of different communities shown in PSHE/RE learning walks/planning and book scrutinies
Gender Equality	Celebrate different key figures throughout the year that represents the importance of both men and women	Lesson observations – identifying key people of importance (reflecting gender) in different curriculum areas e.g. science week, international women's day,	Curriculum teams HT/DHT in organising assemblies PSHE curriculum team in organising key speakers	Ongoing	Increased awareness of different strong people of both genders in our local community