



**SHIRLEY COMMUNITY PRIMARY SCHOOL
AND PRE-SCHOOL**

EQUALITY POLICY

This is a Statutory Policy

Date of Adoption	July 2015
Date of Last Review	October 2019
Date of Next Review	October 2023
Committee	Standards

Statement/ Guiding Principles

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 Shirley Primary 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).

This policy has been drawn up as a result of discussions with school stakeholders and has been shared with the whole school community.

Policy Commitments

Promoting Equality: We recognise and respect difference and promote equality through the 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: We recognise and respect difference and promote achievement.

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, disability, ability, social background and sexual orientation. Treating people equally does not necessarily involve treating them the same. We must take account of differences of life experiences, outlook and background to secure the best possible outcomes. We recognise that all learners are of equal value.

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- 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 engage fully in their own learning.

Promoting Equality: The ethos and culture of the school. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

- At Shirley Community Primary 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 advocacy, the School Council, pupil voice work 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.

Promoting Equality: We observe good equalities practice in staff recruitment, retention and professional development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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: We consult and involve Parents/Carers and the Wider Community

Shirley Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication 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 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 Body 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's 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 designated Equalities Governor will have an overview, on behalf of the governing body, 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.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, 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.

Measuring the Impact of this Policy

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. The main findings from any equality impact assessments will be published for the school community.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area.
- Leading work in school to promote equalities such as; Diversity Week, Language of the Month, Black History Month, Assemblies and staff CPD.
- Leading work to gain recognition of Shirley School's commitment to Equality and Diversity through awards such as; The EQualities Award and International School Award.
- Leading work to close gaps with the support of the EAL TA. E.g. through Young Translators, Talking Partners and other interventions.
- Tracking the language development of EAL pupils in school. (Bell Assessment.)
- Promoting community cohesion through the celebration of the school's cultural diversity e.g. through displays, assemblies and the celebration of key festivals that are important to our school community.
- Seeking feedback from pupils regarding their experiences of equality and diversity within the school.

This policy will be reviewed every four years. The objectives to be reviewed annually.

Date approved by the Governing Body:

Signature of the Chair of the Governing Body: *Mark Broadbent*

Date: 5 December 2019

Action Plan 1 – Outcomes for Pupils

Equality Objective No.1

To ensure the gap is closed between pupils in receipt of Pupil Premium and the rest of the school

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • PP gap for EYFS GLD to be reduced by 20% to 18% by 2022 • PP gap for R/W/Ma to remain below 5% • PP gap for R/W/Ma reduced by 15% in line with aim of gap being at national by 2021 • Overall aim of being gap better than national by 2023 	<ul style="list-style-type: none"> • End of term/end of year data • Pupil Interviews with PP children

Activity	Lead	Progress Milestones
PP gaps measured and quantified	PP Lead	September, then termly throughout 2019-20
Focus on provision for PP pupils in class	PP Lead/English and Maths Leaders	As part of ongoing class visits
Termly progress meetings with a PP focus	PP Lead/HT and staff	Termly throughout 2019-20

Action Plan Template 2 – Behaviour and Exclusions

Equality Objective No. 2

To ensure the school's behaviour policy does not impact negatively on equalities groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Exclusions are at an absolute minimum • All Pupils enjoy school and attend regularly • Analysis of exclusion figures indicates no specific groups are disproportionately represented. • Number of pupils with EHCPs have their exclusions reduced 	<ul style="list-style-type: none"> • Exclusions data and analysis

Activity	Lead	Progress Milestones
<ul style="list-style-type: none"> • Launch of Behaviour Policy Autumn 19 • Analysis of exclusions and behaviour data • Pupil questionnaires and surveys, to find out about enjoyment at school 	<p style="text-align: center;">Inclusion Lead/staff</p> <p style="text-align: center;">Senior Leaders</p> <p style="text-align: center;">Senior and Phase Leaders</p>	<p style="text-align: center;">Review of new policy – impact - termly</p> <p style="text-align: center;">Termly analysis with targeted groups identified</p> <p style="text-align: center;">Autumn 19 and Summer 20</p>