



Single Equalities Policy

2019-2022

1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Springfield Primary School to ensure that equality of opportunity is available to all members of the 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. These include:

- Pupils
- 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 Springfield Primary School, 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.

Burnley Springfield is an inclusive and very supportive school in which pupils from different backgrounds and abilities learn harmoniously alongside each other. Social and economic barriers to pupils' learning are systematically broken down and tackled. Hard-to-reach families and pupils are sought out and encouraged to succeed. The school is a haven and hub of the community. Its work has a positive effect on families and children.

2 School in Context

- Springfield School has 208 children on role (Sept 2019)
- The majority of the children are white British, with 20% of the children being of another ethnicity.
- There are three children registered as Looked After and a number of other children live with grandparents.
- There are currently 50 children that are on our SEND register
- The vast majority of the school teaching staff, and governing body are White British, with some of Pakistani heritage
- Several children in the school access support for speech and language.
- There are no members of staff or governing body registered as having a disability.

3 Ethos and Atmosphere

- At Springfield Primary School, the leadership of the school community demonstrates mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg 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 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 assemblies, classroom based and externally based activities

Monitoring and Review

Springfield Primary School 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

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

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.

Springfield Primary School 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.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head teacher.

Her 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

4 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 pupil's 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;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- 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

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 provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability, including provision for Hearing Impaired children
- We meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides 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 to be 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

Curriculum

At Springfield Primary School, 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 Springfield Primary School 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 Springfield Primary 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

Extended Learning Opportunities

It is the policy of this school 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.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

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
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as 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, although we recognise that it is not always possible to have access to male staff.
- 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

- 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

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is 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.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equality's duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

5 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 co-ordinating the implementation of this policy
- 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

6 Commissioning and Procurement

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

7 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.

8 Publicising the Policy and Plan

This plan is available on the school website.

9 Annual Review of Progress

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

10 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 of 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.

Policy to be reviewed: September 2022

SINGLE EQUALITIES ACTION PLAN 2019-2022



Objective	Action	Timescale	Success Criteria	Monitored by	Impact
To ensure all policies are compliant with the Single Equality requirements.	<p>Prepare details of potential adjustments for a range of disabilities or issues surrounding equality and provide training to ensure their use is consistent</p> <p>Ensure that staff and SL feel confident to adjust policies in light of the SEP</p>	Ongoing	<p>The needs of pupils, staff and parents who may have issues with equality are addressed.</p> <p>Policies demonstrate positive attitudes to fully include all.</p>	SLT/governors	
To ensure that the curriculum incorporates the principles of equality as stated in the SEP.	<p>Review PSHE/RE and SMSC provision across school- SL</p> <p>Ensure coverage across school</p> <p>Share good practice in staff meetings</p> <p>Review PSHE, RE and SMSC policies in light of any findings</p>	Ongoing	<p>Curriculum will reflect the culture and languages of all pupils</p> <p>Curriculum will promote positive attitudes towards diversity</p> <p>Children will value cultures and religious traditions of their peers</p>	SL/SLT/governors	
To ensure that timely action is taken to enable all pupils to achieve their potential	<p>Monitor attainment and progress of vulnerable groups</p> <p>Continue to identify underperforming groups and set</p>	Ongoing	Improved attainment and progress for identified groups.	SLT/governors	9

	<p>targets and interventions as needed</p> <p>Monitor and evaluate intervention</p>				
To narrow the gap between the attainment of SEN children with Non SEN children	<p>For all children on the SEN register to have a current IEP with targets that support the next steps in their learning.</p> <p>All teachers to meet with parents of children on the SEN register to set and review targets at least 3 times every year.</p>	Ongoing	<p>Children on the SEN register will close the gap in progress over the academic year.</p>	SEND lead/SLT/governors	
To continue to highlight racial harmony throughout the school	<p>To have a celebration of Eid, to give children an understanding of the Muslim community.</p> <p>To have focused assemblies/themed days throughout the year to discuss issues such as racism, homophobic behaviour and to develop values with the children.</p>	Ongoing	<p>Children will have an increased awareness of different values.</p> <p>A decrease in the number of racial incidents over time.</p>	SLT/governors	
To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.	<p>For the Y6 children to create link with another school with a different makeup</p> <p>To engage parents more in the life of the school through parent workshops with/without their children</p>	Ongoing	<p>Y6 children will have a harmonious relationship with other children.</p> <p>Parents will be involved as co-educators</p> <p>Everyone has high expectations and is aware of their role in making</p>	SLT/governors	

	<p>Ensure information for parents is available in user friendly languages and translated as appropriate</p> <p>Ensure group sessions on teaching and learning take place for parents</p> <p>Ensure home-school agreements are sent out annually</p> <p>To ensure signage highlighting schools expectation on how staff should be treated is fully visible</p>		<p>this happen.</p> <p>School staff will feel respected by parents/carers.</p>	
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Appendix 2 - 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

What is a disability?

- 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* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

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 and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** 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. Single Equality Action Plan 2012-13

Questions which we would ask if a child/member of staff stated that they feel they may be transgender.

In the case of a child - this conversation will always be with a parent/carer/ The child may or may not be present at all or some of the conversations.

1. What can you tell me about yourself or your experiences that will help me understand what you're telling me? (Or, what do you want me to know about this?)

This allows the person who is coming out to you to talk as much or as little as he or she wants about the whole situation, and it is general enough that it does not put the person on the spot with a very specific question.

2. What are your next steps? (for a person who is beginning a transition)

This will allow the person to talk about any medical interventions or legal changes that are planned, and to give you as little or as much information as he or she is comfortable with.

3. What name and pronoun will you use and when do you want me to start using them? (for a person who is beginning a transition)

This shows that you support the person and will help him or her by privately and publicly using the correct name and pronoun — when the time is right. (Note: In my experience, the new name comes a lot easier than the new pronoun. You might find yourself using the new name (Bob) and the old pronoun (she) in the same sentence. Don't beat yourself up. Pronouns take more time. Instead, **check this out.**)

4. How can I best support you?

Maybe you can best be supportive by listening. Maybe you can go to a support group with the person, or sit next to him or her during a coming-out process with others. He or she will let you know.

5. What practical adjustments will need to be considered? Use of toilets and facilities within school will be discussed.