

# Mayfield Primary School

## Single Equalities Policy

### 1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Mayfield 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 Mayfield 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.

#### **School Council comments:**

Mayfield School Council discussed the issue of equality and what they felt it means for all children at Mayfield. They said that equality means respect for others - regardless of :

- a. skin colour
- b. accent or voice
- c. disability
- d. background

e. academic ability

Members of the council felt that it was important to, "listen to others, to welcome everyone into our school community, and make them feel like they belong."

**Our Mission Statement at Mayfield states that:**

Our mission is to ensure that all individuals are equally valued within a caring, happy and safe environment, where everyone works to their full potential.

**Ofsted in November 2013 commented that:**

Disabled pupils, those with special educational needs and pupils eligible for the pupil premium achieve as well as other pupils because work is planned to meet their needs and they receive good support.

Disabled pupils and those with special educational needs learn as well as other pupils in the school because their needs are accurately identified. They are well supported and their achievement is closely monitored.

All groups of pupils in the school are making good progress and any gaps in achievement are closing. This shows the school's successful commitment to equality of opportunity for all pupils.

The curriculum engages pupils well in their learning and provides a range of opportunities to develop their knowledge, understanding and skills. It promotes their spiritual, moral, social and cultural development effectively.

Pupils say that they feel safe in school and are well looked after. They know how to keep themselves safe in different situations, including when using the internet. They have a good awareness of the different forms bullying can take, including cyber-bullying, but say that it is very rare in school.

## 2 School in Context

At Mayfield we have 180 boys and 183 girls on roll. The Ethnic Groups represented in our school are: Gypsy Roma Traveller, Mixed White and Black African, Bangladeshi, Asian, Pakistani, Eastern European.

13% of our children are not of White British background.

The school is physically accessible – single storey building, wide corridors, doors all accessible to wheelchairs, with accessible toilet. At the moment we have no staff or Governors who have a disability.

Three children at Mayfield are Children Looked After.

### 3 Ethos and Atmosphere

- At Mayfield School, the leadership of the school community will demonstrate 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

Our school's community:

- Socio-economic – the majority of pupils come from homes within the C band of the Overall Multiple Deprivation Index (41%). This has increased again for the third year. The % of pupils coming from homes within the E and E\* bands have also increased for the third year.
- Ethnic heritage – 315 pupils are of White British heritage out of the 363.
- Gender balance – the school is well balanced with 180 boys and 183 girls.
- FSM % & % eligible for Pupil Premium funding – 24% of pupils are eligible for free school meals, higher than the local (14%) and the national (15%). 39% of pupils are eligible for Pupil Premium funding, higher than the local (23%).
- SEN % - 11.3% of our pupils are identified as having SEN. This is in line with Lancashire averages and slightly below national (13.4%).
- Attendance
- Mobility – this continues to be high. 29% joined school late compared to the local average 17%.

## 4 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 and through consultation with stakeholders:

- The Governors were made aware of the duty to write a Single Equalities Policy, shown a draft copy and discussed Objectives to publish at the Spring Term meeting April 2012.
- Staff were then issued with copies of the draft policy and asked for their comments during Summer Term 2012.
- The School Council discussed the draft policy and added their comments in Summer Term 2012.
- The Curriculum Committee discussed the revised draft policy in Autumn 2012 in preparation for it to be re circulated to Full Governors and added to the school web site.
- A revised version was been published in January 2014 and November 2015 and discussed at SEC.
- This version has been published in January 2017.

## 5 Monitoring and Review

Mayfield 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.

We collect and analyse a range of equality information for our pupils/students:

- progress data for children eligible for free school meals
- progress data for children with SEN
- progress data for children from ethnic minority groups
- progress data by gender

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, disabilism, sexism, homophobia and all forms of bullying
- 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.

Mayfield 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.

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

- When staff apply for posts with us they must complete the employment profile. This is the same for internal and external advertisements. We only appoint staff to posts following the completion of the LCC Application forms which ask candidates to identify if they have a disability.
- On appointment Governors complete the Governing Body profile from Governor Services.
- All information gathered on such forms is confidential and is treated as such.

We have identified the following issues from the analysis of the data:

- Improving the attainment of boys is a priority
- Improving the attainment of pupils eligible for free school meals is a development point

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 Jonathon Weeden – lead Governor Mar Van de Kaa-Thomson

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

## 6 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;
- 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 will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should 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 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 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 Mayfield 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

## **Resources and Materials**

The provision of good quality resources and materials within Mayfield School is a high priority. These resources :

- 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
- are accessible to all members of the school community

## **Language**

We recognise that it is important at Mayfield 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 (e.g. sports helpers) 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**

We undertake at Mayfield School to 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

### **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 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**

- 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 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.

- 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

## 7 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

## 8 Commissioning and Procurement

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

## 9 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.

## 10 Publicising the Policy and Plan

Our Policy will be included on our school web site. Parents will be directed to the information through the newsletter. Any community groups running activities at our school will be provided with a copy of our policy.

## **11 Annual Review of Progress**

This policy will be reviewed annually during the Autumn Term by the Standards and Effectiveness Committee. They will report any feedback to the Full Governing Body.

## **12 Equality Impact Analysis**

One project that we are undertaking as an EIA is participation in the County's Race Equality Mark. We have been awarded this Quality mark.

We continue to work on narrowing the gap for our boys, FSM children, traveller children and SEN children. The data analysis undertaken will provide further evidence of impact.

We have been awarded the Quality In Study Support award at the Established level as a result of the positive impact of our extended learning opportunities.

## Appendix – 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).

### 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 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.