Paget Primary School Single Equalities Policy

Introduction
This policy amalgamated all the equalities legislation into one single
equality policy for Paget Primary School.

Statement/Principles
The policy outlines the commitment of staff and Governors to promote
equality. Thus 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 Paget 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 Paget equality is a key principle
for treating all people the same irrespective of their gender, ethnicity,
disability, religious beliefs/faith or tradition, sexual orientation, age or
any other of the protected characteristics (Single Equalities Act 2010)

Monitoring and Review
The staff members responsible for co-coordinating the monitoring and
evaluation are the Assistant Heads. They 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
• Supporting positively the evaluation activities that monitor the
  impact and success of the policy on pupils from different
  groups in all elements of school life.

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 school
• The explicit teaching of values
• 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 orientations. 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
- 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 school

- At Paget 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 our school
- The children are to greet visitors with friendliness and respect
- The displays around school reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils, staff, parents and visitors with disabilities or other difficulties
- Provision is made to cater for cultural, moral and spiritual needs of all children both on and off site
- Pupil’s views are actively encouraged and respected. Pupils are given an effective voice through class and school councils, 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

Promoting Equality: Staff Recruitment and Professional Development

- Posts are advertised and open to the widest pool of applicants
- Employment policy and procedures are reviewed regularly to check conformity with legislation

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

Promoting Equality: Partnerships with Parents/Carers and the Wider Community
Paget Primary School aims to work in partnership with parents/carers. We:
• Take action to encourage all parents/carers to participate in the life of the school
• Maintain good channels of communication
• Encourage members of the local community to join in school activities and celebrations
• Ensure that all parents/carers are made to feel welcome

Responsibility for the Policy
At Paget 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
• 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 Head Teacher 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**
This 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.

**Review Date: June 2013**

**Equality Objectives and Action Plan** *(Cross reference with Success For Everyone and School Strategic Plan)*

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<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
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<tbody>
<tr>
<td>Extend range of extended school provision within school setting and ensure all parents are aware of what is on offer</td>
<td>Newsletter slots – reminder about display All teachers/TA’s to run a provision – lunchtime or after school for all age ranges Main list of clubs altered/updated half termly and given to office to put in a standard section of the newsletter.</td>
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<td>Ensure all parents contribute to and can readily read all up to date school policies</td>
<td>Features in the half termly newsletter to update parents on the policies being reviewed and where they can be read and commented on. working parent party to look at and feedback on pre/post policies governors input staff inset on how to write a policy whole staff contribution to</td>
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<td>Improve the friendliness levels of our children throughout the whole school</td>
<td>policies</td>
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<tr>
<td>website accessibility</td>
<td>translations - find volunteers to translate accurately main policies and prospectus into Urdu and Bengali</td>
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<td>display board - board in front playground</td>
<td>introduction/training of ‘values’ education</td>
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<td>increase use of praise</td>
<td>teach ‘friendly’ skills through curriculum/circle time focuses</td>
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<td>Peer mediation training and implementation through school</td>
<td>Make playtimes an even better experience</td>
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<td>Collect children’s ideas about how we could make the playground better</td>
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<td>Employ a trained play leader for lunch times</td>
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<td>Playtime resources - storage/access</td>
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<td>Electronic gates and revised access rules for visitors to the school</td>
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