

Bickerstaffe CE School

EQUALITIES POLICY

Aims of Policy

*This policy outlines the commitment of the staff, pupils and governors of Bickerstaffe CE School to ensure that equality of opportunity is available to all members of the school community. **It will be reviewed annually in the spring term.***

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 Bickerstaffe 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.

These principles are part of our Vision which states that our aim is to ensure today's children embrace and share God's love, in order to live life in all its fullness, so that they can blossom in tomorrow's world.

1 School in Context

We have previously gained The Rainbow Flag Award.

The characteristics of the school are as follows:

- *Autumn 2022 data shows that the proportion of girls in school is 8% higher than girls*
- *1% of the school have English as an additional language: This child is competent in English*
- *The school serves a community which is predominantly white British*
- *8% of pupils are from minority ethnic groups which is below national averages; from 3/17 ethnic groups*
- *The following ethnic minority groups are represented in school: White and Black Caribbean and Pakistani and other white backgrounds.*
- *The school has 9 pupils who have an EHC for SEND*
- *There are no staff or governors with a recognised disability*
- *The school is relatively accessible to adults and pupils with a disability*
- *There are five previously looked after children and one currently looked after.*
- *There are two same-sex families at our school.*

2 Legislation and Guidance

This document refers to the following legislation:

- *[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination*
- *[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives*

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

And the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

3 Roles and Responsibilities

The governing board will:

- *Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years*
- *Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher*

The equality link governor is Reverend Andrew They will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All 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.

4 Eliminating discrimination

At Bickerstaffe School we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

5 Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6 Publicising the Policy and Plan

This policy is available on the school website and reference made to it on the parental newsletters at the point of its review.

7 Quality Objectives: (Reviewed every four years)

Objective	Action	Support	Impact
Improve equality and diversity awareness across school	Gain the Lancashire Equality Mark	Lancashire LA	All children will feel welcomed and included. Children will be able to flourish in tomorrow's world.
Close the attainment gap between disadvantaged children and non-disadvantaged children in KS2 results	Children identified as PPG to be targeted in class and/or individually.	Pupil Premium intervention, family support, Early Help where needed	Disadvantaged children achieve as well as non-disadvantaged children nationally. Evidence: KS1 and KS2 results
Children with SEND can access the curriculum	Adjustments made to teaching, staffing, learning environment and resources.	Teacher, TA, SENCO support in school. Support from specialised services as required.	Children with SEND able to make progress: evident in their work and their physical, social and emotional development. Evidence: retained books from previous school years. IEP targets met and evidenced in intervention records
To reduce the incidences of prejudice-related name calling in relation to sexual orientation.	Continue to raise children's awareness of treating others equally and respectfully	PSHE curriculum; diverse books in class libraries; stories and images.	A reduction in the number of homophobic name-calling incidents reported to governors.
Minimise differences in attainment and progress for boys and girls	Improve boys' early writing. Improve girls' end of KS1 maths outcomes.	Quality First teaching CPD Family engagement Quality interventions – Number Sense.	Gaps narrowed so that they are (at least) less than national gaps. Evidence: tracking and results.
Improve the diversity of the governing body	Recruit for one vacancy.	Inspiring Governance website	Improved diversity in the governing body

8 Monitoring Arrangements

Bickerstaffe CE 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 his potential.

We collect and analyse a range of equality information for our pupils: attainment data, attendance data, feedback from parental and pupil questionnaires, involvement with extra-curricular activities, parental concerns. This analysis forms part of the school's self-evaluation. 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
- Behaviour
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in extra-curricular activities.

Our monitoring activities enable us to identify any differences in pupil's 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.

Bickerstaffe CE 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. As part of our safeguarding work, the school collects information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice and we carry out this practice. We collect and analyse a range of profile information for our staff and governors for employment purposes. The vast majority of staff are female and most staff are white British. All governors are white British and the majority are female. There are no staff or governors with a recognised disability. We have identified the following issues from the analysis of the data: Representation of a range of

cultures/faiths is not represented on the staff. The majority of staff and governors are female and there are no adults who represent with a disability. Due regard is given to the promotion of equality in the School Improvement Plan and the Equality Objectives. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher. 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*

9 Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community. These are recorded using an EIA (Equality Impact analysis.)

These are 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.

