



BPP Single Equalities Policy

Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for Southwood and Downs Barn schools.

Statement/Principles

The policy outlines the commitment of the BPP 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 Southwood and Downs Barn schools, equality is a key principle for treating all people equally and fairly. The characteristics that are protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

This policy was initially drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community. It has subsequently been amended following a Consultant visit with the schools' EMA Consultant from Milton Keynes Local Authority.

Context

Children at Downs Barn speak around 25 different languages at home and children at Southwood speak around 35 languages, taken from the Census data.

Monitoring and Review

The staff members responsible for co-ordinating the monitoring and evaluation are Kate Mathews, Sarah Scott and Iain Farrington. They will be responsible for:

Providing updates on equalities legislation and the school's responsibilities in this regard;

Working closely with the governors responsible for this area.

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, White British (particularly those receiving Pupil Premium) in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors
- 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 the school;

There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

Children's English Language acquisition will be tracked and monitored for progress and attainment across the schools;

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 orientation. Termly, end of year data and externally reported data is all scrutinised by MLT (KM, SS and IF) and the Writing and Maths Leads, to analyse comparisons between groups and ensure that interventions /actions are carried out to close gaps and respond to issues identified following the analysis. 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 are used throughout the school to ensure that effective learning takes place at all stages for all pupils and takes into account the strengths and development points of the pupils.

Teachers carefully plan to ensure that all pupils engage in their own learning.

Promoting Equality: The ethos and culture of the school

We recognise, value and celebrate the different cultural, linguistic and life experiences of our children and families.

Our values of Respect, Resilience, Responsibility and Reflection are embedded throughout the schools and form a very important part of the children's behavioural, social and emotional development.

At Southwood and Downs Barn Schools, 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 and resources 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 perception 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.

Pupils are constantly made aware of the different backgrounds and physical characteristics of our pupils and those in the wider community and opportunities are created to discuss this within teaching and learning. Pupils are taught to be tolerant and accepting of everyone, recognising and celebrating their differences.

Promoting Equality: Staff Recruitment and Professional Development

All posts are advertised formally and open to the widest pool of applicants possible;

All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity;

People from under-represented groups are encouraged to apply for positions at all levels of the school;

Access to opportunities for professional development is monitored on equality grounds;

Equalities policy and practice is covered in all staff inductions;

All supply staff and contractors are made aware of the equalities policy and practice;

Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

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 on a termly basis in the Headteacher's Report to Governors written for the Full Governing Board meeting.

Promoting Equality: Countering and Managing Racist incidents

At Southwood and Downs Barn, we instill a culture of non-racist behaviour, understanding that children and adults should not be treated differently because of their colour, or background.

All staff and pupils should know that they are able to report a racist incident to a member of the Safeguarding teams at Southwood or Downs Barn, or to a member of MLT.

Training will be provided for staff to develop understanding perceptions challenging stereotypes and use of language.

Staff need to be aware of times of the day when inappropriate language may be used and how incidents will be dealt with.

After a racist incident:

- *The witnessing adult will use Restorative Practice immediately following the incident, to ensure the person making the comment immediately understands the impact of their words*
- *The adult must report the incident to the LAB where it will be recorded as a racist incident*
- *The LAB will record the facts about what the incident was and then use further Restorative Practice to deepen understanding of the impact of what was said/done*
- *The parents will be informed on the day of the incident and informed of the following actions*
- *The Headteacher will report the incident to Governors in the termly Headteacher's Report to Governors.*

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Southwood and Downs Barn Schools aims to work in partnership with parents/carers. We:

Take action to ensure all parents/carers are encouraged to actively participate in the life of the school;

Develop and maintain good channels of communication, e.g. through parent forums and newsletters, to ensure parents' views are captured to inform practice;

Make links with the wider community, including those who use the school building during weekends (supplementary schools) and invite members to join in with school activities and celebrations;

Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome, with additional support if required.

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 Development 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 Inclusion 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 and racist 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.

This Policy is linked to :

Child Protection Policy

Dignity at Work Policy

Measuring the Impact of this Policy

The Single 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. This will be communicated to staff, parents, carers and governors through the Senior Leadership Team.