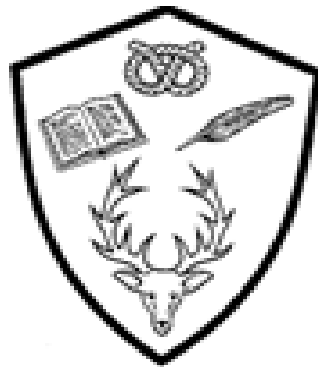


# Chase Terrace Primary School

## Single Equality Policy



Together we Learn  
Together we Aspire  
Together we Succeed

## Chase Terrace Primary School Single Equality Policy

### Legal duties

<b>Person Responsible:</b>	<b>Headteacher/Deputy Headteacher</b>
<b>Approval Body:</b>	<b>Quality of Education Committee</b>
<b>Date of approval:</b>	<b>November 2023</b>
<b>Review date:</b>	<b>November 2024</b>

1. We welcome our duties under the Disability Discriminations Acts 1995 and 2005; the Race Relations Acts 1976 as amended by the Race Relations Amendment Act 2000; and the Sex Discrimination Act 1975 as amended by the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are provided in Appendix A.

### Guiding principles

5. In fulfilling the legal obligations referred to above, and summarised in Appendix A, we are guided by seven principles:

#### **Principle 1: All pupils are of equal value**

We see all pupils and potential pupils, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

#### **Principle 2: We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion, belief or faith background
- sexual orientation
- gender identity

(and as relevant; pregnancy/maternity, and in relation to employment; age and marriage/civil partnership)

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual, homophobic and gender identity based harassment

### **Principal 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
  - whatever their ethnicity, culture, religious affiliation, national origin or national status
  - whatever their gender, gender identity or sexual orientation
- (and as relevant; in respect of pregnancy/maternity, age and marriage/civil partnership)

### **Principal 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identity

(and as relevant; in respect of pregnancy/maternity, age and marriage/civil partnership)

### **Principle 6: We consult and involve widely**

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- gender
- gender identity
- ethnicity
- age

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- gender
- gender identity
- ethnicity
- age

### **Action plans**

6. We recognise that the actions resulting from a policy statement such as this are what make a difference.
7. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above.

**Our objectives for the academic year 2022-2023 were:**

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Equality Objective	Action	Leading and Monitoring	Timing	Outcomes
<p>To support the development of the academic and pastoral recovery curriculum for the school with a particular focus on SEND and disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Provide CPD for staff. Focus: writing and the wider curriculum.</li> <li>• Monitor teaching against expectations, including metacognition, regarding the curriculum.</li> <li>• Provide feedback to staff.</li> <li>• Ensure that formative and summative assessments are applied consistently to identify gaps, set targets and teach the necessary steps to achieve good progress.</li> <li>• Develop teaching assistants to understand and take ownership of the interventions in place.</li> <li>• Review and develop sequences of lessons so that children know more and remember more.</li> </ul>	<p>Headteacher, Deputy Headteacher, SENDCO, Senior Leadership Team and Governors</p>	<p>Ongoing</p>	<p>67% of disadvantaged children in Reception achieved a good level of development compared with 68% altogether.</p> <p>40% of disadvantaged children achieved age related expectations in writing at KS1 compared to 55.6% of their peers.</p> <p>73% of disadvantaged children achieved age related expectations in writing at KS2 compared to 75% of their peers.</p> <p>Adaptations have been made to the curriculum to ensure that children with SEND are able to access it, for example, specific vocabulary focuses on knowledge organisers and scaffolding during lessons.</p>
<p>To improve boys reading and writing progress across the school as compared to girls.</p>	<ul style="list-style-type: none"> <li>• Monitor teaching and learning and provide feedback to staff.</li> <li>• Ensure that formative and summative assessments are applied consistently to identify gaps, set targets and teach the</li> </ul>	<p>Headteacher/Deputy Headteacher/ Senior Leadership Team</p> <p>All staff</p>	<p>Ongoing</p>	<p>By the end of Reception 61% of boys achieved age related expectations in writing compared to 74% of girls.</p>

	<p>necessary steps to achieve good progress.</p> <ul style="list-style-type: none"> <li>• Ensure the curriculum is accessible and engaging for boys as well as girls</li> <li>• Evaluate data for differences between boys' and girls' achievement.</li> </ul>			<p>45.5% of boys achieved age related expectations in writing compared to 60% of girls by the end of KS1.</p> <p>By the end of KS2 84% of boys achieved age related expectations in writing compared to 67% of girls.</p>
To improve the attendance of disadvantaged pupils, SEND pupils and pupils with a social worker.	<ul style="list-style-type: none"> <li>• Monitor attendance weekly.</li> <li>• Communicate with and offer support to parents where attendance needs to improve.</li> <li>• Use Amazon reward scheme as an incentive to improve attendance.</li> <li>• Implement HERO attendance initiative.</li> </ul>	<p>Headteacher/Deputy Headteacher</p> <p>SENDCO</p> <p>All staff</p>	Ongoing	Attendance of children eligible for the pupil premium was 89.8% at the end of 2022/2023 compared to 92.6% of their peers. It was 87.7% for children under SEND support and 85.7% for children with a social worker.

**Our objectives for the academic year 2023-2024 are:**

<b>Equality Objective</b>	<b>Action</b>	<b>Leading and Monitoring</b>	<b>Timing</b>	<b>Outcomes</b>
To continue to develop the academic and pastoral recovery curriculum for the school with a particular focus on SEND and disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Provide CPD for staff. Focus: writing and the wider curriculum.</li> <li>• Monitor teaching against expectations, including metacognition, regarding the curriculum.</li> <li>• Provide feedback to staff.</li> <li>• Ensure that formative and summative assessments are applied consistently to identify gaps, set targets and teach the necessary steps to</li> </ul>	Headteacher, Deputy Headteacher, SENDCO, Senior Leadership Team and Governors	Ongoing	

	<p>achieve good progress.</p> <ul style="list-style-type: none"> <li>Review and develop sequences of lessons so that children know more and remember more.</li> </ul>			
To improve boys reading and writing progress across the school as compared to girls.	<ul style="list-style-type: none"> <li>Monitor teaching and learning and provide feedback to staff.</li> <li>Ensure that formative and summative assessments are applied consistently to identify gaps, set targets and teach the necessary steps to achieve good progress.</li> <li>Ensure the curriculum is accessible and engaging for boys as well as girls.</li> <li>Evaluate data for differences between boys' and girls' achievement.</li> </ul>	<p>Headteacher/Deputy Headteacher/ Senior Leadership Team</p> <p>All staff</p>	Ongoing	
To improve the attendance of disadvantaged pupils, SEND pupils and pupils with a social worker.	<ul style="list-style-type: none"> <li>Monitor attendance weekly.</li> <li>Communicate with and offer support to parents where attendance needs to improve.</li> <li>Use Amazon reward scheme as an incentive to improve attendance.</li> <li>Implement HERO attendance initiative.</li> <li>Learning mentor and SENDCO to support.</li> </ul>	<p>Headteacher/Deputy Headteacher</p> <p>SENDCO</p> <p>All staff</p>	Ongoing	

### The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

### Ethos and organisation

9. We ensure that the principles listed in paragraph 5 above apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and achievement
- learners' personal development, welfare and wellbeing
- teaching styles and strategies

- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- addressing prejudice and prejudice related bullying.

### **Addressing prejudice and prejudice-related bullying**

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudice around disability and special educational needs.
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum.
- prejudice reflecting sexism and homophobia
- Prejudice against gender identity issues.

11. There is guidance in the behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to keep a record of the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

14. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15. Mr G.McBurnie and Mrs T.Harrison have day-to-day responsibility for co-ordinating implementation of the policy.

16. All staff are expected to;

- actively support the Equality Policy
- promote an inclusive and collaborative ethos in their classroom and around school, addressing incidents of inappropriate language or behaviour in line with the behaviour policy
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work



- report any concerns they have about discrimination and harassment.

All children are expected to;

- refrain from using inappropriate language
- act in a respectful and supportive manner to staff visitors and fellow pupils
- report to a member of staff and incidents of discrimination they are aware of.

We ask our parents to play a vital role by;

- stressing to children the importance of positive behaviour
- reinforcing the point that discrimination is never acceptable
- report any concerns they have about discrimination and harassment
- actively endorsing and supporting the Equality Policy.

### **Information and resources**

17. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
18. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

19. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

20. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

21. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and evaluation**

22. We collect, review and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

The impact of our Equality Policy will be monitored in the following ways:

- Parent and pupil questionnaires
- The school record of bullying incidents, discrimination and harassment
- Analysis of pupils' achievements by gender, ethnicity, disability and other background
- Analysis of data related to rewards and sanctions
- Review of curriculum resources

- Reporting to governors

## **Appendix A**

### **Legal requirements**

In accordance with the law the school has drawn up three separate policy statements relating to disability, ethnicity and gender respectively.