



## Equality Policy

*Revised June 2011*

*Revised October 2013, reviewed Sep 2016, 2017, Oct 2018/Nov 2019/Dec 2020/Jul 2022*

This policy reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

Our ethos is promoted and fostered through our Respect Charter and our core values of: collaboration, empathy, perseverance, respect and independence.

The school is committed to meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, ability, disability and social circumstances. We meet the diverse needs of pupils to ensure inclusion for all.

This school will take steps to:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination

To achieve these aims we will make all members of the school community aware of our philosophy through our policies and practice and the ethos of Respect that exists within the school community.

### **Leadership and Management**

The governing body and school management set a clear ethos which reflects the school's commitment to equality and Respect for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity. All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents through Parent Governors, surveys and dialogue with parents. Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

### **Staffing**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

## **Curriculum**

The school believes that every child is entitled to a relevant, progressive and coherent curriculum. All children have access to the Early Years Foundation Stage Curriculum or National Curriculum.

Our curriculum builds on pupils' starting points and is differentiated to ensure the inclusion of:

- all genders
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are higher ability
- pupils with special educational needs and disability
- pupils who are at risk of disaffection and exclusion
- Looked After Children

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture. Global Citizenship is an important part of the curriculum. Themed weeks and support of Local, National and Global fundraising and events further enhances Equality throughout the school community.

For over 10 years, the school has been involved in a Linking Project with other schools across the LA, developing community cohesion between significantly different school communities.

## **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. The use of collaborative learning ensures that children working in mixed ability groupings coaching, supporting and celebrating each other's work. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Differentiation and support further enhance personalised learning. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## **Assessment, Pupil Achievement and Progress**

Pupil performance is monitored by formal and informal procedures and is analysed by SEN, ethnicity and gender. Monitoring is carried out by the SLT at regular intervals. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support. Promoting progress for vulnerable groups is a priority in the School Development Plan.

The school ensures, where possible, that assessment is free of gender, cultural and social bias. The staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

## **School Ethos**

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations. The promotion and reinforcement of the Respect

Charter is always a focus. Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant school policies, including the completion of the LA Nohib systems. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

### **Behaviour, Discipline and Exclusion**

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. The review of Behaviour management procedures and Anti Bullying approaches are prioritised in the School Development Plan. It is recognised that cultural background may affect behaviour. It is also recognised that certain barriers to learning can affect behaviour and the school has systems in place to deal with children with both short term and long term barriers to learning. The school takes these into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. The use of cooperative learning class and team builders are focussed on reducing competitiveness and promoting equality between individuals and groups. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable and will be challenged and dealt with in line with school policy.

### **Admissions and Attendance**

Through the LA admissions policy, steps are taken to ensure that the school's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel. Keeping attendance in line with National Averages is a constant focus in the School Development Plan. In line with the Agreed LA Religious Observance Policy agreement, provision is made for leave of absence for religious observation which includes staff as well as pupils. The school has adopted the Oldham LA Extended Absence Policy. Attendance is monitored by gender, ethnicity, special educational needs and disability. Action is taken in order to address any disparities between different groups of pupils.

### **Partnership with Parents**

All parents / carers are encouraged to participate at all levels in the full life of the school. The school takes steps to encourage the involvement and participation of underrepresented groups of parents and sections of the community. Parental engagement is prioritised in the School Development Plan. Burnley Brow provides access to ESOL English / Basic Maths skills classes in school and a range of other classes are provided by school. We are trained and run the Race Equality programme 'Strengthening Families Strengthening Communities'.

Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is required. All letters home contain a statement offering support for translation. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. Parent Governors are represented on committees. The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

**Responsibilities**

The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation. The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.

The Head teacher will ensure that all staff are aware of their responsibilities under the policy. Inclusion and Equality will be monitored through the Governors meetings and other reports to Governors.

**Monitoring and Reviewing**

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.