

The Blake CE Primary School - Equality Policy

The staff and governors of The Blake School are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Staff and governors welcome their general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and their specific duties to publish equality objectives which show how they plan to tackle specific inequalities, and to reduce or remove them.

Staff and governors consult members of the school community and wherever appropriate involve them in decisions, for example through talking to children in the school council and to parents/carers.

The Blake school is committed to equality both as an employer and a service-provider:

- All members of the school community are treated fairly and with respect – this is reflected in the school’s ethos and vision and is supported by school policies and codes of conduct.
- The school is a safe, secure and stimulating place for everyone.
- The school places considerable emphasis on how Christian values should underpin relationships and the dignity and respect with which every individual should be treated.
- No members of the school community will experience harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender, their gender identity or assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.
- Governors consider equality issues in relation to policies, decisions and services.
- The school behaviour policy ensures consistency and that all children are treated fairly.
- All incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender assignment, pregnancy or maternity, religion and belief and sexual orientation are dealt with promptly and effectively and in accordance with school policies.
- The school’s special educational needs policy clearly outlines the provision the school makes for pupils with special educational needs.
- The school accessibility plan supports all members of the school community to reach their potential through full access to all areas of school life
- The school admissions policy complies with the admissions code and gives priority to pupils with special educational needs, those in care and those who may have specific vulnerabilities.
- The school complaints procedure sets out how all complaints relating to the school are dealt with, including those referring to matters of equality.
- The school has adopted and adheres to ODST policies and procedures (approved by the Unions) for addressing staff discipline, conduct and grievances.
- The staff code of conduct makes it clear that discrimination or prejudice of any kind will not be tolerated.

Staff and governors recognise that:

- people have different needs, and understand that treating people equally does not always involve treating them exactly the same
- for some children extra support is needed to help them access school, to achieve and to flourish.

Disability

In accordance with government guidance, disability at The Blake School is recognised as a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities’.¹ Staff and Governors at The Blake are committed to working for the equality of people with and without disabilities.

- There are no significant inequalities relating to access to learning, provision and facilities.
- The relationships between disabled pupils and others is positive.

¹ relevant characteristics... “SEN which can be seen as a rough proxy for disability” Para 5.14 The Equality Act 2010 and Schools Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

- Children with disabilities are involved in every area of school life.

How equality of opportunity is advanced –

- Disabled learners and staff are supported by meeting their individual needs.
- Staff make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- Disabled learners, their families and disabled staff are involved in any changes and improvements and are consulted on issues affecting them.
- Accessibility planning takes place for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- The curriculum supports all pupils in understanding, respecting and valuing difference and diversity.
- All children are given opportunities to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- Understanding of difference and of disability and special educational needs is promoted through circle times, PSHE and collective worship.
- Prejudice and any incidents of bullying based on disability are dealt with promptly and effectively.
- The school has no recorded instances of bullying based on special educational needs or disability.
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences. Pupils recognise that adaptations are necessary to enable all to flourish.
- Where physical barriers to learning are identified, these are addressed as swiftly as possible.
- Particular attention is paid to the provision for children with SEN, providing additional resource including break out spaces, timetable adjustments and learning support.

Ethnicity and race (including EAL learners)

Staff and governors at The Blake are committed to working for the equality of all ethnic groups.

Summary information:

- The school has pupils from 9 out of 17 ethnic groups, 89% of pupils are White-British
- There are no significant inequalities from different ethnic groups
- In the academic year 2018/19 there were no incidents of bullying or harassment on the basis of race, ethnicity or culture.

How equality of opportunity is advanced:

- Attainment and progress of pupils by ethnicity is monitored.
- The curriculum supports all pupils to understand, respect and value difference and diversity.
- All pupils are given opportunities to learn about the experiences and achievements of different communities and cultures.
- The curriculum challenges racism and stereotypes
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- The school is quick to deal with any incidents of poor behaviour/inappropriate language on the basis of race, ethnicity and culture.

Gender

Staff and governors at The Blake are committed to working for the equality of people of all genders.

Summary information:

- All pupils are given opportunities to feed back on issues that might affect their achievement and wellbeing e.g. pupil voice/surveys, class circle times.

- All pupils are included equally in school performances, class acts of collective worship, the school council and eco-council.
- Sporting opportunities are available equally to all.
- All staff have equal opportunities to apply for, or be involved in, roles within the school.

How equality of opportunity is advanced:

- Attainment of pupils is monitored by gender.
- Neither boys nor girls are treated as homogeneous groups.
- Targets are set to improve the attainment and rates of progress of particular groups.
- Barriers to the participation of any pupil in school and extra-curricular activities are addressed.
- All parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- The school promotes the spiritual, moral, social and cultural development of all pupils through collective worship, PSHE lessons and the general curriculum.
- Any sexist bullying or sexual harassment is dealt with in line with the school policies.
- Children are encouraged to develop an understanding of the experiences of different genders in society and challenge negative stereotypes.
- Positive, non-stereotypical images are used.
- Any potential gender bias is openly considered and challenged when considering job applications.

Staff and governors are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Pregnancy and maternity

The Governors have agreed to adopt and adhere to all ODST policies relating to staff pregnancy and maternity, these policies ensure that they do not experience discrimination in relation to this protected characteristic.

Summary information:

- It is the view of the governors that this protected characteristic is unlikely to be applicable in relation to the children at The Blake. However, governors are committed to ensuring that children are educated appropriately in relation to this area and that their curriculum policies in relation to this promote both understanding and equality.
- Should there be an occasion where this protected characteristic becomes relevant for a pupil, staff and governors will ensure that appropriate support is put in place and that the individual concerned is treated with dignity and protected from discrimination and harassment.

Religion and Belief

Staff and Governors at The Blake School are committed to working for the equality of people based on their religion, belief and non-belief.

Summary information

- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- There are good relations between pupils who share a religious faith and others.

How equality of opportunity is advanced:

- Children are supported to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Through collective worship, PSHE lessons and the SEAL programme the school actively promotes the spiritual, moral, social and cultural development of all pupils.

- The curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Any prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities would be appropriately challenged.

Sexual Orientation

Staff at The Blake School are committed to providing a safe environment for all pupils and tackle any discrimination faced by pupils and staff whatever their sexual orientation.

Summary information:

- Children are taught about prejudice-related bullying and the use of inappropriate language through collective worship and PSHE lessons.
- Being part of The Blake school includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How equality of opportunity is advanced:

- Diversity and inclusion are threaded through the curriculum.
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.
- Pupils are supported to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- Opportunities in circle time are used to talk about difference and different families to ensure all children feel included and know it's alright to be different.
- Emphasis is placed on the characteristics of healthy family life and the importance of stable and caring relationships.
- All staff, including lunchtime supervisors and teaching assistants, know how to deal with homophobic language.
- Any discrimination faced by pupils and staff relating to their sexual orientation will be dealt with in accordance with school policy.

Consultation and Engagement

We aim to engage and consult with our school community so we can develop our awareness and information, learn about the impact of our policies and set appropriate equality objectives.

The school has an open-door policy for parents/carers and children are encouraged to share concerns or ideas with staff. Any concerns expressed relating to equality are dealt with as a priority.

The governing body of The Blake CE Primary School has agreed the following Equality Objectives for 2022-23:

Objective	Strategy and links to other documents/ policies	Actions and success criteria
<ul style="list-style-type: none"> To ensure that all pupils, including those with SEND or who are vulnerable, receive support to catch up with their missed learning due to COVID 19. 	<ul style="list-style-type: none"> Staffing structure in place to maximize skills and target high areas of need. SEN Reviews and planning Target Tracker assessment tool Pupil Progress Meetings Book Looks/ Learning Walks 	<ul style="list-style-type: none"> Progress and attainment data at an accelerated rate. Target Tracker identifies gaps that have been filled. Pupil Progress Meetings Summative assessments including standardized tests.
<ul style="list-style-type: none"> To ensure that pupils with SEMH are best supported and provision is adapted to meet their needs. 	<ul style="list-style-type: none"> Nurture Base/ Alternative Provision unit set up in-house. Timetabled sessions of nurture time/ Oak group/ PSHE lessons. Mental Health/ Well-being survey for pupils. Home School Key Worker to support parents through a variety of means – 1:1s, EHA and TAF process. Adventure Plus Family Adventure Days 	<ul style="list-style-type: none"> Staff and pupils respond that they are engaged and supported in school (surveys, pupil voice). Timetables in place and interventions embedded. Professionals evaluation of Nurture Base (EP/ SENSS) Parental Questionnaire/ feedback for new Nurture Base Provision.
<ul style="list-style-type: none"> To ensure that all pupils flourish and achieve their academic potential and are not negatively impacted by high-level SEND. 	<ul style="list-style-type: none"> Increased staffing to support high level needs. SEND Reviews (assess, plan, do review cycle) New Nurture Base provision put in place. Training for staff on high level needs and inclusive practice. High quality first class teaching and appropriate intervention timetables Learning walks/ book looks Pupil Progress Meetings Target Tracker Data 	<ul style="list-style-type: none"> Progress and attainment data at an accelerated rate. Target Tracker identifies gaps that have been filled. Pupil Progress Meetings Summative assessments including standardized tests.

	<ul style="list-style-type: none">• Swift course for parents of those with children with an ASD diagnosis.	
<ul style="list-style-type: none">• To ensure that physically disabled pupils can move around the school setting easily and access all areas of the curriculum including school trips and off-site activities including residential trips. (ONGOING)	<ul style="list-style-type: none">• SEN planning• School site planning/capital expenditure• Specific Risk Assessments for each trip.	<ul style="list-style-type: none">• Review accessibility of residential trips, specifically accessible coaches• Changes to the sensory garden to allow for disabled access and for equipment/resources in the space to be accessible• Purchase of additional equipment e.g. risers for tables in the dining hall to enable easy access.• Quiet and withdrawal spaces accessible to all.