

Single Equality Policy

Golcar Junior, Infant & Nursery School



Version No.	1.1	
Approved By	Samantha Gallant	21/06/2023
Last Reviewed on	21/06/2023	
Next Review due by	21/06/2024	



Equality Statement

Golcar JI & N is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
 - We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
 - We consult with people from different groups and involve them in our decision making.
 - We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Golcar JI & N recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

The School Context

Golcar JI & N is an above average size school; the number on roll is 439 (including part-time Nursery pupils). We believe passionately that our purpose is to prepare children to reach their full potential as responsible and productive citizens in an increasingly complex world. Our core values of Nurture, Aspire and Achieve reflect this aim and underpin all that we do.

Geographical Location

Golcar is a prosperous Pennine village situated within the Colne Valley, which is 6 miles outside of Huddersfield.

Community Served

49% boys 51% girls
8.5 % minority ethnicity



Religion does not appear to play a significant role in the lives of our children. 75% of parents surveyed stated no religious conviction or didn't specify, 21% Christian, Roman Catholic 0.7%, Muslim 0.9%, Jehovahs Witness 0.2%, Atheist 0.2%, Other 1.4%

21 % Pupil Premium 17.4 % Free School Meals
14.7% SEN with a statement or EHC plan
9.5 % with SEN support
% disabled

School Outcomes 2021/22

Attainment KS2 % achieving the expected standards
Reading 87%; Writing 80%; Maths 82%
Progress Reading +1.3, Writing +1.0 and Maths +2.1
Attendance 2022/23 YTD 96.00 %

Extended Leave 0%
Mobility Issues Generally stable;

Incidents

Prejudice Driven Behaviour 0%

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda. All staff have had attachment, loss and trauma, PREVENT, SEN and safeguarding training
All new staff have a programme of induction including safeguarding, Health & Safety, SEN, Restorative Practice and Equality awareness.
Some staff have received training in supporting dyslexia, ASD in the classroom, nurture and supporting children's mental health and well-being

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Policy	Last Review Date
Anti-Bullying	05/22
Safeguarding	09/22
Behaviour	10/22
Special Educational Needs Policy	09/22

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: Pupil Premium, IDACI, SEND, LAC and there is extra provision for certain groups: SEND, Pupil Premium, as appropriate.

In our School there is curriculum coverage of equalities issues, particularly with regard to: Race, disability, sexual orientation and religious belief.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: weekly themed assemblies; celebration of global awareness days, e.g. World Mental Health Day; Black History Month, Autism awareness week etc.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have done the following:

- Seated children with hearing difficulties in the optimum position in classrooms to enable full participation in lessons;
- Purchased coloured overlays to support reading;
- Purchased reading pens and other specific learning resources for individual children
- Put in additional support at break and lunchtimes for children to play with their peers

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

How we have developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.



- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for involvement

At Golcar JI & N, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- School Council
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments

At Golcar JI & N the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular meetings with union representatives
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management

At Golcar JI & N, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or the involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback through PTFA meetings
- Feedback from adults using the school beyond the school day
- Surveys

The school's objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.



Action Plan for 2021 – 2023

4 key areas were identified for development over this period

- Disabled / SEN
- Disadvantaged
- Race / celebrating diversity
- Sexual orientation

Objective	Actions	Resource Implications	Measurable outcome	Time scale	Person/s responsible	Progress with aim
To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.	Ensure appropriate provision is in place for all pupils with SEND. Work with external agencies to ensure pupils' individual needs are met. SEN children participate fully in all aspects of school life.	Engagement with services and agencies CPD provided by SENCO Individual resources to support need	Pupils with SEND make good or better progress from their starting points. Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets. Children understand the nature of disability / SEN	On-going 2021 -23	SLT SENCO Teachers ETAs Subject leads	

			and are supportive and tolerant.			
To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention	Identify the barriers to learning for all disadvantaged pupils. Share disadvantaged pupil data with all staff that work with individuals Ensure appropriate provision is in place to address barriers to learning for every identified pupil Effective work with external agencies to ensure that provision is centered around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed	Provision maps Engagement with services and agencies Pupil premium action plan Provision adapted due to advice of other professionals	Pupils to have made good progress from starting points and make progress in line with national expectations Pupil Premium pupils are catered for in lessons through teacher focus and targeted lesson intervention.	On-going 2021 -23	SLT SENCO Teachers ETAs Subject leads	

	effectively to raise pupil's outcomes					
Children understand the differences and similarities of cultures, faiths, traditions that people of different race have and develop positive understanding and attitudes in this area	Our curriculum explicitly explores different faiths. Opportunities are identified to look at other cultures/countries and study famous people from ethnic minorities. Visitors into school to talk about race and racism Implementation of Prevent school based projects	Extend collections of books in library and classrooms which include diverse cultural representation Visitors Prevent resources	All children begin to understand the cultures, faiths and traditions that people of different race have and they are learning to be understanding and tolerant. Pupil voice to be gathered to assess progress in this area.	On-going 2021 -23	SLT SENCO Teachers ETAs PSHE leads	
Ensure that the diversity of different family groups is represented, understood and accepted.	Continue to build up collection of quality texts and resources to support learning. Ensure teachers are continuing to deliver the CHIPs lessons. Monitoring of PSHE curriculum to ensure	All children understand the importance of family life but are aware that families can have different structures. Single parents/two mums/two dads/grandparent/main carer etc.	Children are comfortable that their particular 'family group' is valid and acceptable.	On-going 2021 -23	SLT Teachers ETAs PSHE leads	

	coverage of this aspect.					
--	--------------------------	--	--	--	--	--



Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.

- Establishes that any action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- SENCO and Head Teacher/ Assistant Head Teachers are responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- Head Teacher is responsible for ensuring the specific needs of staff members are addressed
- Head Teacher is responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium.
- Head Teacher responsible for monitoring the response to reported incidents of a discriminatory nature



- SENCO and /or Head Teacher is responsible for overseeing interventions (e.g. Pupil Premium)

Parents/Carers

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.
-

School Staff

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

Objectives

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.



Change Management Log		
Version No.	Changes	Date
1.1	Updated to new template, updated pupil data.	21/06/23