

EQUALITY POLICY

Last reviewed: March 2022

Date for next review: March 2025



NO OUTSIDERS

EVERYONE IS WELCOME.

'Aspire to be Amazing'

Ashton Hayes Primary School

Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



Erasmus+



**Cheshire West
and Chester**



Supporting Social Communication



**Cheshire West
and Chester**

Ashton Hayes Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole child within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all, regardless of, for example, age, sex, race, colour, religion or disability. We promote positive relationships with parents, governors and members of the wider community.

To comply with the Equality Act 2010, At Ashton Hayes Primary School, we aim to promote equality and tackle any form of discrimination. We actively promote positive relationships in all areas of school life. We seek to remove barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Under the Public Sector Equality Duty We have a duty to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.
- Fulfil our responsibilities under the Public Sector Equality Duty.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour that demonstrates respect to others.

Leadership, Management and Governance

Ashton Hayes Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;

- Working in partnership with families, CWAC and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Governing Body will:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher will:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Produce a report on progress for governors annually.

Staff will:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the less visible forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of any of the protected characteristics referenced in the Equality Act 2010
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The performance of all children will be monitored through the analysis of school, local and national data, staff Records of Concern, reporting of racism, teacher's attainment, SATs data.

- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- Racist incidents will be recorded and reported in line with the LA procedures.

Equality Objectives 2022-2025

Objective 1: To continue to directly teach the requirements of the Equality Act through implementation of the 'No Outsiders' programme. To start gathering evidence of children's work and understanding of equality and diversity.

Objective 2: To narrow the achievement gap for disadvantaged children; including children in care, looked after children and children who are or have been entitled to free school meals in the last 6 years.

Objective 3: To raise levels of parental and pupil engagement (particularly for vulnerable pupils identified in Objective 2) in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

Ongoing Strategies

- No Outsiders programme
- My Happy Mind lessons
- Activities of a non-stereotypical nature (home corner/role play, apparatus). Time and space for talk (Circle Time, Time to Talk).
- Opportunities for individuals to discuss about how they are feeling.
- Encourage the sharing of experiences (cultural and others).
- Review/update resources so that the message given should represent the children.
- Role play experiences to include addressing age, disability, race and gender.
- Provide a differentiated curriculum – by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Awareness of peer pressure.
- Staff on playground duty to look for vulnerable groups or individuals, assertive pupils, physical contact, tight huddles of groups.
- Children will be encouraged to think about the exclusion of others and the effect it has.
- Use positive praise system for behaviour management.
- Involvement of children in decision making.
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Clear definition and understanding of the term 'bullying'.