

**SINGLE EQUALITY POLICY**  
**The Federation of Rosegrove Infant and Nursery Schools**

**1. Statement of Principles**

This policy outlines the commitment of the staff, pupils and governors of Rosegrove Infant and Nursery schools to ensure that quality of opportunity is available to all members the school community. For our schools this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our schools should permeate all aspects of school life and is the responsibility of every member of the schools and their wider community. Every member of the federations community should feel safe, secure, valued and of equal worth.

At Rosegrove Infant and Nursery Schools, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

**1. School Context**

The majority of pupils live in an area of high deprivation and are in the main of white British heritage. Generally speaking the majority of pupils speak English as their first language.

(Refer to SIMMs reports for more detailed information on the current pupils on role).

**2. Ethos and Atmosphere**

- At Rosegrove Infant and Nursery schools, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to our schools
- All within the schools community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to our schools with friendliness and respect
- The displays around our schools are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies (Infant School), classroom based and externally based activities.

### **3. Policy Development**

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

Governors, Staff, Parents and pupils

### **4. Monitoring Review**

Rosegrove Infant and Nursery schools are both inclusive schools, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils:

- Attainment data
- Attendance data
- Exclusions
- Complaints of bullying or harassment
- Celebrate pupils interests

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through nursery and infant school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data (Infant School only) and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions
- Racism and all other forms of bullying
- Parental involvement

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The schools of Rosegrove Federation are also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately

qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff (see Equality Information)

Documentation regarding attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews are all held in school. All such information is held confidentially by each school.

We have identified the following issues from the analysis of the data:

- No such information is held for governors

Due regard is given to the promotion of equality in the School Improvement Plan. The persons responsible for the monitoring and evaluation of the policy and action plan are the headteachers.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## **5. Developing Best Practice**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

## **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- Both schools place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the schools to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment - both internal and external, including displays and signage

## **Curriculum**

At Rosegrove Infant and Nursery schools, we aim to ensure that:

- Planning reflects our commitment to equality in all areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles

## **Resources and Materials**

When ordering new resources and materials we always consider how they show equality.

The provision of good quality resources and materials within our schools is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important at Rosegrove Infant and Nursery schools that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes

- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this federation to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of both schools commitment to equality of opportunity (e.g. sports coaches and other visitors) by providing them with guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

### **Provision for Bi-Lingual Pupils**

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advances bi-lingual learners
- Use first language effectively for learning

### **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are made aware of a full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race. Pupils are encouraged to have high aspirations for themselves
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the schools community rather than the challenge

### **Staff and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes pupils' access to both male and female staff at all key stages where possible

- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in school.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of our schools
- Members of the local community are encouraged to join in school activities
- Both schools play a part in supporting new and settled communities

## **6. Roles and Responsibilities**

- Our governing body will ensure that the schools comply with statutory requirements in respect of this policy and action plan
- The headteachers are responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteachers have day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in our schools, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the federations community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

- We will take steps to ensure all visitors to our schools adhere to our commitment to equality

## **7. Commissioning and Procurement**

Rosegrove Infant and Nursery Schools will ensure that we buy services from organisations that comply with equality legislation. This is a significant factor in any tendering process which is managed by Lancashire County Council.

## **8. The Management of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. Equality Objectives are published on the schools websites.

## **9. Publicising the Policy and Plan**

This policy is a public document and will be made available on the schools website. A copy will also be made available on the staff and parents notice boards.

## **10. Annual Review of Progress**

We report annually on our progress and performance in respect of this policy covering ethnicity, disability and gender and to report annually on the progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislations and which will formulate the basis for the annual action plan. This policy has a life span of three years and therefore will be reviewed and revised as part of a three year cycle.

## **11. Equality Impact Assessments**

Equality Impact Assessments (EIAs) are undertaken annually as new cohorts and staff join the school.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.