



Hardwick Community Primary School

Single Equality Policy

June 2009

1.0 RATIONALE

1.1 At Hardwick Community Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

1.2 Our Equality Policy is based on the following school values which underpin all our work

- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
- We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
- We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
- We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.
- We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
- We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
- We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
- We are committed to providing opportunities in school for enhancing emotional and physical health.

2.0 OUR APPROACH TO PROMOTING EQUALITY

2.1 The overall objective of this policy is to provide a framework for the school to pursue its equality duties to;

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

2.2 Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual



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orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

- 2.3 The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

3.0 A COHESIVE COMMUNITY

3.1 Hardwick Community Primary School serves a community encompassing the villages of Hardwick and latterly Cambourne. The pupils from Cambourne currently make up 20% of the school population and many of these pupils travel to school by bus, making it more difficult to keep in face-to-face contact with some parents. A number of pupils also travel to us from a number of outlying villages. The school serves the wider community by actively encouraging community use of the premises, with the two halls and community room being used every day and at the weekends for a range of lettings. In addition to this, strong links are formed with a number of these groups to encourage their participation and contribution to school activities.

- 3.2 In order to achieve a cohesive community, we will need to:
- Promote understanding and engagement between our communities.
 - Encourage all children and families to feel part of the wider community, especially those who are not residents of Hardwick village
 - Understand the needs and hopes of all our communities.
 - Tackle discrimination.
 - Increase life opportunities for all.
 - Ensure teaching and the curriculum explores and addresses issues of diversity.

4.0 PUPIL ATTAINMENT AND PROGRESS

4.1 This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

5.0 THE QUALITY OF PROVISION – TEACHING AND LEARNING

- 5.1 All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.
- 5.2 We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Support to teaching groups is kept under regular review and analysed by ethnicity, gender and SEN.



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- 5.3 Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- 5.4 This school believes that self-assessment is a very valuable learning skill, and we provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. This is most clearly evidenced in our Learning Journals.
- 5.5 We also provide our pupils with opportunities to choose aspects of their curriculum through our Golden Morning provision. This enables all pupils from Y1 to follow areas of learning that are of interest to them, or help them develop new or existing skills.

6.0 THE QUALITY OF PROVISION – CURRICULUM AND OTHER ACTIVITIES

- 6.1 This school provides an appropriate, stimulating and creative curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis, and pupil enjoyment.
- 6.2 All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
- boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups including travellers
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are in public care
 - pupils who are at risk of disaffection and exclusion
- 6.3 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, social, and cultural development of all pupils.

7.0 THE QUALITY OF PROVISION – GUIDANCE AND SUPPORT

- 7.1 We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 7.2 Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, and disability.



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- 7.3 The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

8.0 BEHAVIOUR AND ATTENDANCE

- 8.1 The school expects high standards of behaviour from all pupils. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. Adults in school take care to lead through example, demonstrating high expectations of all pupils.
- 8.2 It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. (see Positive Behaviour Policy)
- 8.3 Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. 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, homophobic or potentially damaging to any minority group, is always unacceptable.
- 8.4 This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

9.0 PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY

- 9.1 We aim to ensure that information and meetings for parents are made accessible for all. Reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.
- 9.2 If we are aware that parents with a disability or with learning difficulties will be unable to access school's information we will endeavour to make this accessible to them.
- 9.3 Parents are fully involved in the school-based response for their child with special educational needs.
- 9.4 Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- 9.5 The school's premises and facilities are equally available and accessible for use by all groups within the community. (See DES scheme and Action Plan)



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10.0 ADMISSIONS AND RECRUITMENT

- 10.1 Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay pupils and those with English as an additional language.
- 10.2 The school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.
- 10.3 Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms
- 10.4 The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Cambridgeshire County Council guidelines. Equality and diversity issues are reflected in our school's employment practices. Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

11 LINGUISTIC DIVERSITY

- 11.1 We recognise and celebrate the linguistic diversity in British society and look for opportunities to enrich the curricular experience of all our pupils by:
- Highlighting how English has borrowed from other languages
 - Raising awareness of the similarities and differences between English and other languages.
 - Reflecting the multilingual nature of our wider society in our resources and displays.

12 RACE EQUALITY

- 12.1 Hardwick Community Primary School recognises its duty to:
- Promote equality of opportunity
 - Promote good race relations
 - Eliminate unlawful racial discrimination.
- 12.2 In order to do this, the governors have:
- Agreed a Race Equality Policy which is reviewed every four years or if there are any significant changes needed.
 - Promoting inclusion and managing diversity is supported by clear procedures for reporting and dealing with Racial incidents.
 - Set up procedures to assess and monitor the impact of this policy – especially through analysis of pupil attainment.



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13 DISABILITY EQUALITY

- 13.1 Following consultation amongst all stakeholders, Hardwick Community Primary School has drawn up a Disability Equality Scheme and Action Plan with clear areas for development.

14 GENDER EQUALITY

- 14.1 Following consultation amongst all stakeholders, Hardwick Community Primary School has drawn up a Gender Equality Scheme and Action Plan with clear areas for development.

15 ROLES AND RESPONSIBILITIES

- 15.1 Everyone who works at Hardwick Community Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.
- 15.2 *Our governors are responsible for:*
- Making sure the school complies with all current equality legislation
 - Making sure this policy and its procedures are followed.
- 15.3 *The Headteachers are responsible for:*
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
 - Making sure its procedures are followed.
 - Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
 - Making sure all staff know their responsibilities and receive training and support in carrying these out.
 - Taking appropriate action in cases of harassment and discrimination.
- 15.4 *All our staff are responsible for:*
- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
 - Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
 - Keeping up to date with the law on discrimination and taking training and learning opportunities.
- 15.5 *Visitors and contractors are responsible for:*
- Knowing and following our equality policy
- 15.5 Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor.



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Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

16 MONITORING, REVIEWING AND ASSESSING IMPACT

- 16.1 This policy is supported by the school's disability and gender equality schemes and a race equality action plan. The DES and GES run for 3 years but are reviewed and reported upon annually to the governing body.
- 16.2 The School Development Plan ensures the DES and GES form an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.
- 16.3 This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.
- 16.4 The Headteachers will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.
- 16.5 Community cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).