



Living our learning

Knowles Primary School
Queensway
Bletchley
Milton Keynes
MK2 2HB

Tel: 01908 373588

Web: www.knowlesprimaryschool.org.uk

Headteacher: Mrs Gi Sierant

Single Equality Diversity Policy

Date agreed by the Governing Body: January 2016

Date distributed to staff: February 2016

Date to be reviewed: September 2016

Strengthening our Community now

Introduction

This policy amalgamates all the equalities legislation into one single equality policy for Knowles Primary School. It replaces earlier policies and allows the same unifying principles to affect all our equality work. It has come in response to the Equality Act 2010. This new policy will show how the school will meet the general duty outlined in Section 149 of the Equality Act 2010. This act has three aims requiring public bodies to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the act
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

At Knowles Primary School we include every child and their family within our community from many different social and economic backgrounds. We include regardless of race, culture, language, ethnic background, learning ability, disability, gender, sexual orientation or age. We celebrate and share both our similarities and differences. We recognise that we are all individuals, with many varied influences, skills, aptitudes and wishes. We set up opportunities with everyone in mind, through fair access, enhanced access, differentiation and the intent to deliver high quality provision.

Aims

Knowles Primary School is committed to:

- We strive to achieve equality of opportunity for all, adults and children, regardless of age, gender, ethnicity, religious belief/affiliation or any other of the specific protected characteristics
- We will educate all children and adults about discrimination and prejudice and do all we can to promote a harmonious, respectful and caring environment
- We strive for all pupils regardless of any of the protected characteristics (most obviously gender, age, ethnicity and religious belief) to achieve the highest possible standards in their learning and make good progress
- We insist that the appointment of staff is in line with current equal opportunities legislation – not just the letter of the law, but the spirit as well
- Within the constraints of our foundation, we strive to ensure that the governing body composition reflects that of the wider community
- We constantly identify barriers to learning and participation and provide appropriately to meet a diversity of needs

Organisation

Promoting Equality: Curriculum

Our curriculum is an effective, relevant and purposeful curriculum for our school. It meets the statutory requirement of the National Curriculum 2014 and meets the needs of our school community through our own curriculum drivers. Our drivers, which are linked to our vision, aims and core beliefs, define the traits we would like to see in our school community at Knowles Primary School. These drivers are Community, Choices, Enterprise and Independence. Each driver is used to plan stimulating and purposeful activities in each unit of work which ensure progress in learning. For further details on these please refer to the curriculum drivers document and curriculum planning.

English as an Additional Language:

Children learning English as an additional language (EAL) are provided with the best support and provision we can offer. The curriculum is differentiated and made relevant to their needs. Support and intervention is planned meticulously for those children to have fair access to the curriculum from Language Support Assistants

Newly arrived:

Children arriving in this country may have very little or no English. Our highly skilled Language Support Assistants prepare and plan interventions for these children to help them settle and integrate into our school through a safe and nurturing environment.

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Assessment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity. In addition:

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully pupils in their own learning, and to help them to learn to learn

Promoting Equality: The ethos and culture of the school

At Knowles Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community:

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored

Promoting Equality: Community cohesion

At Knowles Primary School we are working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Community from a school's perspective

In our school, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff
- the community within which the school is located – the school in its geographical community and the people who live or work in that area
- the community of Britain - all schools are by definition part of this community
- The global community – formed by EU and international links

Promoting Equality: Staff Recruitment and Professional Development

All posts are advertised formally and open to the widest pool of applicants:

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors:

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents; The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Knowles Primary School aims to work in partnership with parents/carers **and we will:**

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome

Assessment and tracking

Children's progress and attainment will be assessed and monitored using a variety of strategies including:

- Formative assessment – based on assessment for learning, judgements about the next steps in a child's learning are made from today's responses to the tasks set
- Summative assessment – based on shorter or longer tests and tasks, judgements are made at intervals during the year and use is made of optional SATs and year 6 SATs in the summer term
- Comparative data – children's progress and attainment is compared with age related expectations, national standards, their own targets, APP statements and other groups within school

Monitoring and Evaluation

Monitoring and evaluation of this policy is carried out within a cycle of 3 years on behalf of the Governing Body by the subject leader.

The staff members responsible for co-ordinating the monitoring and evaluation are: Gi Sierant (Headteacher), Sarah Rice (Deputy Headteacher) and Sarah Cowper (Inclusion Manager). They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, MAT (More Able and Talented), Children Looked After (CLA), Minority Ethnic pupils (including Traveller and EAL children) and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Conduct, discipline and exclusions
 - Attendance

- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Review date

This policy will be reviewed on a three year cycle, unless there are national, local or school dynamics which might make the review of this policy more urgent. This policy will be reviewed in Spring 2017.

Appendix 1:

Knowles Primary School Equality Scheme: Action Plan 2014-2016

Equality Strand	Action	Responsibility	Timescale	Monitoring	Outcomes
All	Audit the current displays and website	Head Teacher Deputy Head SLT	December 2015	Termly	Displays around school and website will reflect, promote and celebrate cultural diversity
All	Review and improve the cross curricular SMSC elements within the curriculum	Whole staff	July 2016	Draft Dec 15	Our vision will be more obvious around school and throughout our work
Disability	To close the gap between children identified as SEND and non-SEND	Inclusion Manager Class teachers	July 2016	½ termly	Children will have made strong or rapid progress in order to close the gap
PP	Pupils qualifying for PP will make strong or rapid progress	Deputy Head Inclusion Manger	July 2016	½ termly	Children in receipt of PP funding will have made strong or rapid progress