



"Creative Learning, Quality Education, Achieving Dreams"

Equality Policy (incorporating Race, Gender, Disability, Sexual Orientation and Religion & Belief Equality)

Policy Leader:	Chris Mountford
Policy first written:	2018
Review dates:	Autumn 2019
Last adopted at Governors meeting in:	Spring 2020

1. Introduction

North Walney Primary, Nursery and Pre- School believes in providing equal opportunities for all pupils, staff, governors and parents through the provision of an inspiring education to enable all members to achieve their dreams.

This Single Equality Policy outlines the commitment of the staff, pupils and governors of our school to ensure that this equality of opportunity is available to all members of the school community.

North Walney Primary School is a small state school with approximately 100 pupils on the roll that offers primary education to children aged 2-11 years old. The school is situated on Walney Island which is on the outskirts of the town of Barrow-in-Furness. The catchment area for the school extends across the island mainly but has drawn pupils from the town as well in the past. The locality is made up of a variety of housing; privately owned, rented and local authority properties. Pupils are drawn from a wide range of social backgrounds and is predominantly a socially deprived area according to Local Authority statistics.

The school building is accessible to wheelchair users and people who rely on other walking aids and has an adapted toilet for wheelchair and disabled users.

This policy should be read in conjunction with all other school policies which are available on the school's website. This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

Our 'Equality in School' statement for policies

North Walney Primary School is proud that it fully supports equality in all aspects of its work - for pupils, staff, governors and parents as well as for visitors and other community members linked with the school. Equality is integral to all schools and workplaces and the promotion of equality of opportunity for all pupils underpins North Walney school life. We ensure that high quality provision meets the diverse needs of our pupils, staff, governors and parents and promotes not just equality of opportunity but improving outcomes for all pupils regardless of background.

2. Our vision for Equality in all its facets

As the leader of the school, I have a very clear vision of where I want to take the pupils and other community members on the next stage of their learning journey and a greater understanding of equality in all its aspects is a fundamental part of this.

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We believe that children should be aware that there are inequalities in the world and that we must all strive together to eradicate inequalities and ensure that all members of society feel valued and understood. Through our curriculum we aim to challenge inequalities and educate the children and other community members of the value everyone has in society, irrespective of race, gender, disability, sexual orientation or religious belief. This is an important area for a school which is predominantly white British but it is something we will address in a sensible and thought provoking way without persuasion or personal comment and with complete impartiality.

We also believe in making pupils and community members aware that any form of bullying is not tolerated within our school, be that racist, homophobic, anti-religious (or anti-specific religion), a comment or action against disability or against gender. This also includes bullying which can occur online or using mobile technologies and the school provides specific teaching and learning activities on these areas during Anti-Bullying week and during Safer Internet day each year.

All activities within the school are open to children equally (dependent on age for some clubs/activities for safety reasons) and the school is accessible for all children equally, with no discrimination in admissions procedures, uniform expectations or transition arrangements. Provision for any specific needs on religious grounds (such as school dinners, visits, absence due to specific religious worship) are agreed with the school and adjustments are made as needed.

3. What do we want for pupils within this subject? Our Aims and Objectives

By the time they leave our school we want all pupils to:

- Understand that all people in society should be valued irrespective of race, gender, disability, sexual orientation or religious belief
- Understand that everyone is different but we are all equal
- Understand that some people may hold different views about equalities and that it is right to challenge discrimination safely and with confidence
- Understand that different countries may hold different views and laws in regard to equalities and that this might affect the lives of people within those countries or visiting them
- Understand the history and the journey from inequality to equality for some people in our society, ensuring that society provides equal opportunities for all in the future
- Appreciate that everyone has a view and that all views are to be valued even if they contradict our own and those of others around us, and that this forms part of our democracy

4. How will we enable all pupils to learn and grow within their understanding? Their Entitlement

Pupils and community members will learn about the importance of Equality in a variety of ways:

- Through an openness of atmosphere which welcomes everyone in to our school (following agreed safeguarding procedures)
- Through studying a wide variety of people and their lives, ensuring that a wide coverage of race, gender, disability, sexual orientation and religious beliefs
- Through looking at different countries and understanding the different laws and rules that might apply to different members of society
- Through a promotion of equality through images in assemblies, on displays and in literature provided within school

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- Through open discussion as it arises regarding equality issues, with school reserving the right to refer back to parents if a topic requires it
- Through adults in school providing a good, positive role model in their approach to all issues, including those relating to equality of opportunity
- Through provision of essential equipment to support all children in their learning

5. How will we ensure all children are fully involved in their learning?

During lessons the children will be involved in their own learning through:

- Equality of access in preparation for life in a diverse society
- Practical, engaging, interesting and appropriately challenging activities
- Using materials which promote equality such as toys of balanced race, gender, disability, cultural backgrounds – all without stereotyping any groups
- A curriculum which is diverse and promotes equality in all subjects and learning opportunities
- Opportunities to share and appreciate their own culture and religions and celebrate these within the school setting
- Opportunities to visit a wide variety of places and meet with a wide variety of visitors, supporting equality of religious belief, gender, race, disability and sexual orientation as appropriate for the age of the children
- The promotion of attitudes and values that challenge discriminatory behaviour

6. How will we monitor and support the promotion of Equality throughout the school?

Following an audit carried out with advice from the Local Authority, a clear plan of action will be written by the Headteacher and shared with staff and governors on ways in which further improvement to equality.

The school will monitor and ensure that all policies and procedures followed by the school agree with current Equality Law and that all aspects of the school's provision are equally accessible to all members of the school community. Displays, planning, teaching and learning activities, reporting etc will be monitored to ensure that no bias or inequality occurs in regard to the education provided at the school and that the children see a wide variety of images and real-life examples of all parts of society including a balance of positive race, gender, disability, sexual orientation and religious & belief images and examples.

The school and governing body will also use current data regarding attendance, attainment, EAL pupils, exclusions, complaints of bullying or harassment (including racist, homophobic, cyber etc), Pupil Premium Grant pupils and numbers of pupils involved with extended learning opportunities. Anything of significance is then acted swiftly on and plans are put in place to ensure no group is penalised within school and all are supported equally.

7. What further support will we provide? Through resources of adults, equipment and educational visits/visitors and where this support can be located

Further support will be provided through training for staff and governors as highlighted in the School Development Plan to ensure that we positively promote equality across all areas. Further resources may also be required to support equality and these will also be indicated on the School Development Plan and then put in place across the school followed by a monitoring of the impact these resources have made.

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8. When, and How, will this policy be reviewed and updated?

This policy will be reviewed in accordance with the school's Long Term Plan unless an earlier review is deemed necessary by the Headteacher, the Senior Leadership Team or the Governing Body.

It will be reviewed by the Leader in the first instance and then shared with the staff as appropriate. Once agreed with staff then the policy will be taken to the appropriate Governor Committee for comment and adoption on behalf of the school. At this time it will be published on the school website and parents notified.