

Barton Moss Equalities Policy

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Our Vision



Head

We value learning and knowledge and aspire to achieve our academic Potential.



Heart

We will encourage our children to develop emotional resilience and become socially confident individuals



Hands

We will empower our children treat one another with dignity and respect.

The purpose of this Policy is to achieve equality and excellence for all in order to promote the highest possible standards. The Policy is an over-arching policy that encompasses the six equality strands regarding Disability, Gender, Race, Age, Sexual Orientation and Religion or Belief/Non Belief and in addition covers the schools duty to promote community cohesion.

The policy will support the 'Every Child Matters' outcomes and our School Development Plan and will sit alongside the school's Race Equality, Gender and Disability Policy.

The principles of the policy apply to all members of the school community – pupils, staff, governors, parents/carers and the community.

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age, or any other recognised area of discrimination.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community Cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

1. Barton Moss School Mission Statement/Principles

At Barton Moss, we are committed to valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards and enjoyable experiences for all our children. The heart of our school ethos is to motivate our children so that they want to learn and achieve. Within this ethos of achievement, we will not tolerate bullying or harassment of any kind. We will actively tackle discrimination against those with a disability, racial discrimination (including discrimination based on religion or belief/ non belief, sexual (orientation) harassment and discrimination and promote equal opportunities and good relations between and amongst all.

At Barton Moss, we aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation, religion, belief/non belief or background.

At Barton Moss, we are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist and ensure that we strive to always be an inclusive school.

At Barton Moss, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities

At Barton Moss we will endeavour to create a community where pupils, and others are well prepared for life in a diverse society.

2. Legislative Context

Equality is not about benefiting some people at the expense of others – equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

Disabled Persons – we intend to follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness and long term illness all of which are substantial.

Race – we accept the following definition '*A racist incident is any incident which is perceived to be racist by the victim or any other person*' ref Section 12 of the Stephen Lawrence Enquiry Report.

Sexual Orientation – we refer to the LGBTQ community, ie lesbians, gay, bi-sexual, transgender and questioning people.

Religion or belief – we actively support the rights of all to practice their belief/non beliefs equally.

Sex – our focus is to ensure that gender is acknowledged and that we promote equal access throughout the school, its services and delivery of the curriculum.

3. Development of the Policy

This section lays out the responsibility of the school community in respect of the development of the policy. It will outline the consultative processes with the relevant groups and how this impacts on the development of the policy.

4. Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- That the scheme is maintained and updated regularly/annually?
- That the Chair of Governors will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all incidents.

The Headteacher and Senior Management team are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities Policy;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school and its premises are aware of, and comply with the Equalities Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to all allegations in relation to any of the equality strands;
- Supporting parents/carers to become involved in their children's education and support the aims of the school to address equality and diversity issues;
- Considering and overcoming barriers to parents'/carers involvement (ie non-resident parents, lone parents, minority ethnic groups or work commitments).

All Staff are responsible for:

- Dealing with incidents of discrimination and know how to identify and challenge bias and stereotyping;
- Not discriminate on any of the equality issues;
- Keeping up to date with equalities legislation by attending relevant training organised by the school or Local Authority;

All Parents/Carers are responsible for;

- Their children's education;
- Being aware of, and complying with the school's Equalities Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviours towards all groups, ie pupils, staff, governors.

All Children are responsible for:

- Being aware of and behave in a manner which supports the aims of the Policy;

- To report any racist or act of discrimination in which they were directly or indirectly involved in;
- To understand, value and celebrate diversity;
- To develop an understanding of the need to challenge stereotypes and prejudices;
- Treat one another as equals always;

5. Eliminating discrimination, promoting equality and celebrating diversity

a) Learning and Teaching:

At Barton Moss we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We will do this by:

- Ensuring equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to identify shared interest among members of different social groups and categories;
- Develop pupils awareness so that they can detect bias and challenge discrimination;
- Ensure that the curriculum covers issues of equalities, diversity, human rights and inclusion;
- Seek to involve all parents/carers in supporting their child's education;
- Provide educational visits and extracurricular activities that support the equalities and cohesion scheme;

At Barton Moss we aim to provide all our pupils with **personal development and pastoral guidance** through the following ways:

- By taking account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups, ie travellers, refugee and asylum seeker pupils;
- Remove unlawful distinctions, exclusion, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities or services;
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that perpetrators of discrimination are often themselves sometimes victims of their personal circumstances and therefore where appropriate ensure that remedial work is done to ensure that the actions do not occur again;

- Positive role models are used throughout the school and its services to ensure that different groups can see themselves reflected in the school community;

At Barton Moss through the curriculum we will aim to address the following:

- That we incorporate the principles of equality and promote positive attitudes;
- Provide opportunities to recognise similarities while appreciating and respecting and valuing differences across and between groups.
- Challenge perception among majority groups about special treatment of minority groups;
- Remove barriers to access, participation, progression, attainment and achievement.

At Barton Moss we will look to ensure that equality of opportunity maintained and developed through **staff recruitment and professional development** by ensuring that:

- 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 to avoid discrimination and ensure equality and good practice through the recruitment and selection process;
- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels of the school, ie gender, age.
- Ensure that access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff induction processes;
- All supply staff are made aware of the all relevant policies and practices;
- Facilitate training for staff and governors on community cohesion.
- Reduce direct and indirect discrimination with regards to staff recruitment, training and retention;
- That we actively encourage a workforce that reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation;