

## Equality Policy

Revised June 2011  
Revised October 2013  
Revised January 2016

The Governors' policy on Equality and Diversity reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

### The School

#### During the academic year 2015-16:

- 51.93 % of the student population are female and 49.06% are male;
- 89.06% of the school staff are female and 10.93% are male;
- 0.83% of the student population are physically disabled;
- 0.83% of students have statements of SEN;
- 16.07% of students require SEN Support;
- 10.93% of staff have a disability;
- 99.16% of the school population come from minority ethnic groups;
- 99.16% of the school population speak English as an additional language;
- 31.25% of the school's staff come from minority ethnic groups.

#### This policy is written in the context of current policies including:

- The National Curriculum 2000
- Draft National Curriculum 2013
- The Race Relations (Amendment) Act 2000
- Part 5A of The Disability Discrimination Act (DDA)2005
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- The Equality Act 2010
- Schools Admissions Code 2009
- Oldham LA Religious Observance Guidance Policy
- Oldham LA Extended Absence Guidance Policy
- White Paper 2011
- SEN Green Paper 2011

Equality of opportunity at Burnley Brow Community School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community—pupils, staff governors and parents. It is based on the following core values as expressed in the school's aims.

**At Burnley Brow, we value each school member as an individual who can make a positive contribution to our community.** We strive to ensure our learners develop to their full potential. We recognise the importance of developing the whole

child, therefore we promote the intellectual, social, physical, emotional, moral, cultural and spiritual development of every child. We realise we can only begin to anticipate the possibilities in our children's future, therefore, we strive to inspire enquiry, co-operation, critical thinking, communication, reflection and empathy in our learners, developing a thirst for knowledge and an awareness of themselves as learners.

### **Our School Aims:**

- **We aim for our children to be safe and healthy** and be able to reflect on their own and others' views, to understand their rights and responsibilities and to be able to make informed choices. We aim to equip children with the courage and confidence to stand up for what they feel is right and to give and receive respect. Our Respect Charter is a clear moral code for behaviour. We work to enhance the self-esteem and the human spirit of all who are involved with our school.
- **We aim for our children to enjoy and achieve** and for learning to be cooperative, life enhancing and enjoyable. Our learners develop key skills which prepare them for life and the personal skills needed for living and learning in successful relationships. We promote enquiry, independence and challenge leading to pupils' sense of self-worth and fulfilment. Our school is a reflective community which recognises achievement and continuous development.
- **We aim for our children to aspire and contribute** and develop a self-identity. To be able to empathise and contribute effectively to the wider multi-cultural society. Our learners recognise their responsibility for the environment and their role as global citizens. We aim to develop emotionally intelligent learners who reflect on their own and others experiences, aspire to be the best they can be and to be catalysts for change.

The aims are promoted and fostered through our Respect Charter:

- Respect for Myself
- Respect for Others
- Respect for Learning
- Respect for Environment
- Respect for Property

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all.

This school will take steps to:

- promote equality of opportunity;

- promote racial equality and good race relations;
- oppose all forms of prejudice and discrimination.

To achieve these aims we will make all members of the school community aware of our philosophy through our policies and practice and the ethos of Respect that exists within the school community.

### **Leadership and Management**

The governing body and school management set a clear ethos which reflects the school's commitment to equality and Respect for all members of the school community.

The school promotes positive approaches to valuing and respecting diversity. All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents through the Parent Classes, Parent Governors and other consultation with parents. Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community. There is a named member of staff and governor who have responsibility for equality in the school.

### **Staffing**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **Curriculum**

The school believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum.

Our curriculum builds on pupils' starting points and is differentiated to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils who are at risk of disaffection and exclusion;
- Looked After Children.

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 (SMSC) development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture. Global Citizenship is an important part of the curriculum. Themed

Days and Weeks and support of local, national and global fundraising and events further enhances Equality throughout the school community.

For around 13 years, the school has been involved in a Linking Project with another school across the LA, developing community cohesion between two significantly different school communities. The school has also been involved for 7 years with a local Special school on a Communication Project enhancing children's empathy and understanding of others. We are currently supporting the school on a fundraising project.

### **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. The use of collaborative learning ensures that children working in mixed ability groupings coaching, supporting and celebrating each other's work. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Personalisation, differentiation and support further enhance individualised learning. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **Assessment, Pupil Achievement and Progress**

Pupil performance is monitored by formal and informal procedures and is analysed by SEN, ethnicity and gender. Monitoring is carried out by the SLT at regular intervals. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

The school ensures, where possible, that assessment is free of gender, cultural and social bias. Teaching staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **School Ethos**

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations. The promotion and reinforcement of the Respect Charter is a priority area in the School Development Plan. Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant school policies,

including the completion of the LA Normi systems. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

### **Behaviour, Discipline and Exclusion**

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. The review of behaviour management procedures and Anti-Bullying approaches are prioritised in the School Development Plan. It is recognised that cultural background may affect behaviour. It is also recognised that certain barriers to learning can affect behaviour and the school has systems in place to deal with children with both short term and long term barriers to learning. The school takes these into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. The use of cooperative learning class and team builders are focussed on reducing competitiveness and promoting equality between individuals and groups. 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 or potentially damaging to any minority group, is always unacceptable and will be challenged and dealt with in line with school policy.

### **Admissions and Attendance**

Through the LA admissions policy, steps are taken to ensure that the school's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues. Raising attendance in line with National Averages is a constant priority in the School Development Plan. In line with the Agreed LA Religious Observance Policy agreement, provision is made for leave of absence for religious observation which includes staff as well as pupils. The school has adopted the Oldham LA Extended Absence Policy. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

### **Partnership with Parents**

All parents / carers are encouraged to participate at all levels in the full life of the school. The school takes steps to encourage the involvement and participation of underrepresented groups of parents and sections of the community. Parental engagement is prioritised in the School Development Plan. Burnley Brow provides access to 4 ESOL English / Basic Maths skills classes in school and other classes such as ICT and Parenting Skills programmes. We are trained and run the Race Equality programme 'Strengthening Families, Strengthening Communities'. Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is required. All letters home contain a statement offering support for translation. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

**Responsibilities**

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation. The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy. Inclusion and Equality will be monitored through the Governors committee meetings and other reports to Governors.

**Monitoring and Reviewing**

This policy is regularly reviewed. It is linked with the school improvement plan and promotes race equality within the school.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The member of staff responsible for equality will evaluate the effectiveness of the policy.