

THE BLAKE CE PRIMARY SCHOOL EQUALITY STRATEGY

The staff and governors of The Blake School are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Staff and governors welcome their general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and their specific duties to publish equality objectives which show how they plan to tackle specific inequalities, and to reduce or remove them.

Staff and governors consult members of the school community from different groups and wherever appropriate involve them in decisions, for example through talking to children in the school council and to parents/carers.

The Blake school is committed to equality both as an employer and a service-provider:

- All members of the school community are treated fairly and with respect.
- The school is a safe, secure and stimulating place for everyone.
- No members of the school community will experience harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender, their gender identity or assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.
- Governors consider equality issues in relation to policies, decisions and services.
- The school behaviour policy treats all children fairly.
- All incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender assignment, pregnancy or maternity, religion and belief and sexual orientation are dealt with promptly and effectively.
- The school special educational needs policy clearly outlines the provision the school makes for pupils with special educational needs.
- The school accessibility plan supports all members of the school community to reach their potential through full access to all areas of school life
- The school admissions policy complies with the admissions code and gives priority to pupils with special educational needs and those in care.
- The school complaints procedure sets out how all complaints relating to the school are dealt with, including those referring to matters of equality.
- The school has adopted and adheres to ODST policies and procedures for addressing staff discipline, conduct and grievances.
- The staff code of conduct makes it clear that discrimination or prejudice of any kind will not be tolerated.

Staff and governors recognise that:

- people have different needs, and understand that treating people equally does not always involve treating them all exactly the same
- for some children extra support is needed to help them to achieve and to be successful.

Disability

Staff and Governors at The Blake are committed to working for the equality of people with and without disabilities.

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others is very good.
- Children with disabilities are involved in every area of school life.

How equality of opportunity is advanced –

- Disabled learners and staff are supported by meeting their individual needs.

- Staff make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- Disabled learners, their families and disabled staff are involved in any changes and improvements and are consulted on issues affecting them.
- Accessibility planning takes place for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- The curriculum supports all pupils in understanding, respecting and valuing difference and diversity.
- All children are given opportunities to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- Understanding of difference and of disability and special educational needs is promoted through circle times, PSHE and collective worship.
- Prejudice and any incidents of bullying based on disability are dealt with promptly and effectively.
- The school has no recorded instances of bullying or prejudice based on special educational needs or disability.
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences.
- Governors annually review the accessibility action plan to ensure that all physical barriers to learning are removed.

Ethnicity and race (including EAL learners)

Staff and governors at The Blake are committed to working for the equality of all ethnic groups.

Summary information:

- There are no significant inequalities from different ethnic groups
- There are no incidents of bullying or harassment on the basis of race, ethnicity or culture.

How equality of opportunity is advanced:

- Attainment and progress of pupils by ethnicity is monitored.
- Parents, carers and families are involved in initiatives and interventions to improve outcomes for particular groups.
- The curriculum supports all pupils to understand, respect and value difference and diversity.
- All pupils are given opportunities to learn about the experiences and achievements of different communities and cultures.
- The curriculum challenges racism and stereotypes
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture.

Gender

Staff and governors at The Blake are committed to working for the equality of women and men.

Summary information:

- Both boys and girls are consulted on issues that might affect their achievement and wellbeing.
- Both boys and girls are included equally in school performances, class acts of collective worship, the school council and eco-council.
- Sporting opportunities are available equally to girls and boys.

How equality of opportunity is advanced:

- Attainment of pupils is monitored by gender.

- Neither boys nor girls are treated as homogeneous groups.
- Targets are set to improve the attainment and rates of progress of particular groups of boys and girls.
- Barriers to the participation of boys and girls in activities are addressed.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- The school promotes the spiritual, moral, social and cultural development of all pupils through collective worship, PSHE lessons and the general curriculum.
- Any sexist bullying or sexual harassment is dealt with in line with the school policies.
- Children are encouraged to develop an understanding of the experiences of different genders in society and challenge negative stereotypes.
- Positive, non-stereotypical images of women and men, girls and boys are used.

Staff and governors are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Pregnancy and maternity

The Governors have agreed to adopt and adhere to all ODST policies relating to pregnancy and maternity. It is the view of the governors that this protected characteristic is not applicable in relation to the children at The Blake.

Religion and Belief

Staff and Governors at The Blake School are committed to working for the equality of people based on their religion, belief and non-belief.

Summary information

- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- There are good relations between pupils who share a religious faith and others.

How equality of opportunity is advanced:

- Children are supported to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Through collective worship, PSHE lessons and the SEAL programme the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- The curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Any prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities would be appropriately challenged.

Sexual Orientation

Staff at The Blake School are committed to providing a safe environment for all pupils and tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information:

- Children are taught about prejudice-related bullying and the use of inappropriate language through collective worship and PSHE lessons.
- Being part of The Blake school includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How equality of opportunity is advanced:

- Diversity and inclusion are threaded through the curriculum.
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.
- Pupils are supported to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- Opportunities in circle time are used to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, know how to deal with homophobic language.
- Any discrimination faced by pupils and staff who are lesbian, gay or bisexual will be dealt with in accordance with school policy.

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies and set appropriate equality objectives.

The governing body of The Blake CE School has agreed the following Equality Objectives for 2018/19:

Objective	Strategy (links to other documents/ policies)	Actions and success criteria	Review (March 2019)
To use the Christian values culture of the school in combination with the Growth Mind-set work to help children feel in control of their learning and be motivated to develop their skills across a broad and balanced curriculum.	School Development Plan Monitoring Cycle	<p>Pupils and staff will flourish in an environment which seeks to develop the uniqueness of all individuals living in the community.</p> <p>Pupils are challenging themselves and taking responsibility for their learning.</p> <p>Staff teach with high expectations for all pupils.</p> <p>Data from staff, pupil and parent surveys.</p> <p>Audit of displays around the school and the extent to which they promote inclusion.</p>	
To aim for accelerated progress and attainment in line with, or in excess of peers for our SEN and Pupil Premium Pupils and other pupils at risk of underachievement.	School Development Plan SEN Action Plan Pupil Premium Action Plan Pupil Progress Meetings Target Tracker Data Monitoring Cycle by SLT	<p>Target Tracker progress and attainment data to show an upward trend.</p> <p>Pupil Progress Meeting notes highlight impact of interventions for SEN and PP pupils.</p> <p>Data to show SEN and Pupil Premium pupils to be making good progress.</p>	
To ensure that physically disabled pupils can move around the school setting easily and access all areas of the curriculum including school trips and off site activities (residential trips)	SEN planning School site planning	<p>Review accessibility of residential trips</p> <p>Ramps to be built to improve access to Years 5 and 6</p>	
To monitor provision for equality at The Blake School with the link Governor for all members of the school community. To ensure provision is inclusive for all groups of learners and all members of staff feel valued and positive about equality in the work place.	Link Governor/ SENCo meeting Governor monitoring cycle SLT monitoring cycle	<p>Actions identified and acted upon to ensure provision at The Blake School is inclusive for all learners.</p> <p>Working party of parents and SENCO to be held April 2018 to audit inclusive provision at The Blake</p> <p>Monitoring meetings held between Link Governor and SENCo.</p> <p>Feedback from staff questionnaires.</p>	