Farsley Farfield Primary School

**SINGLE EQUALITY SCHEME**

**VISION, VALUES and POLICY**

At Farsley Farfield we aim to provide a caring and nurturing environment where all children achieve their potential, becoming confident individuals and successful learners who can work collaboratively and communicate effectively. Through responsive and reflective teaching and a curriculum which is engaging, relevant, challenging and fun, our children develop the skills they need to become lifelong learners and to have a love of learning. We promote the importance of respect and community and aim for our children to become responsible citizens who make a positive contribution to society and show respect towards all others. We encourage our children to demonstrate resilience and perseverance when faced with challenge as it is our overarching aim for everyone at Farsley Farfield to ‘Be the best you can be’.

At Farsley Farfield Primary School we continuously strive to ensure that everyone in our community is treated with respect and dignity. Everyone will be given fair and equal opportunities to develop to their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

**SCHOOL CONTEXT**

Farfield Primary School is a two-form entry primary school serving a large urban village. The school is part of the Pudsey extended services Cluster and the Pudsey Family of Schools. There are 450 pupils on roll of whom over 25% are of a BME background, predominantly of South Asian descent. Our major catchment area is a former council estate on the edge of the suburb of Farsley, but we also pull a significant number of children from the Bradford side of the ring road, including children from the deprived area of Bradford Moor. We have a lower than average number of children on the SEN register, but a relatively high number of funded SEND children, including a number with physical disabilities.

**WHAT WE MEAN BY EQUALITY**

At Farsley Farfield Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

**OUR GUIDING PRINCIPLES**

In fulfilling the legal obligations outlined further on in this scheme, we at Farsley Farfield Primary School are guided by seven principles.

Principle 1:

All members of the school and wider community are of equal value We see all members of the school and wider community of equal value:

• whether or not they are disabled

• whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstances

• whichever their gender and sexual orientation

• whatever their age

Principle 2:

We recognise and respect diversity Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

• disability, so that reasonable adjustments are made

• ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

• gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.

• age

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging We intend that our policies, procedures and activities should promote:

• positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

• positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents

• mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

• promote positive intergenerational attitudes and relationships.

Principle 4:

We ensure that the recruitment, retention and ongoing development of staff and governors is undertaken in a fair and equitable manner to support our school’s vision and values Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

• whether or not they are disabled

• whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstance

• whichever their gender and sexual orientation

• whatever their age

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

• disabled and non-disabled people

• people of different ethnic, cultural and religious and socio-economic backgrounds

• girls and boys, women and men

• Lesbian, Gay, Bisexual and Transgender

• Age (where appropriate)

Principle 6:

We consult widely. People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

• disabled people as well as non-disabled

• people from a range of ethnic, cultural and religious and socio-economic backgrounds

• both women and men, and girls and boys.

• Lesbian, Gay, Bisexual and Transgender

Principle 7:

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of: • disabled people as well as non-disabled

• people of a wide range of ethnic, cultural and religious and socio-economic backgrounds

• both women and men, girls and boys.

• Lesbian, Gay, Bisexual and Transgender

• People of different ages and between generations

**THE CURRICULUM**

We actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas to ensure that teaching and learning reflect the seven principles outlined above.

**ETHOS AND ORGANISATION**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

• learners' progress, attainment and assessment

• learners' and staff personal development, welfare and well-being

• teaching styles and strategies

• admissions and attendance

• staff and governor recruitment, retention and professional development

• care, guidance and support

• behaviour, discipline and exclusions

• working in partnership with parents, carers and guardians

• working with the wider community

• Participation of groups in wider school activities

• Preparing all members of the learning community for living and positively contributing to a diverse society

**ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

• prejudices around disability and special educational needs

• prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum

• prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

**ROLES AND RESPONSIBILITIES**

1. The governing body is responsible for ensuring that the school complies with current legislation, and that this scheme and its related procedures and strategies are implemented.

2. The Chair of the full governing body and the chairs of the sub committees have a watching brief regarding the implementation of this policy.

3. The head teacher is responsible for implementing the scheme; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4. All staff are expected to:

• promote an inclusive and collaborative ethos in their classroom

• challenge and deal with any prejudice-related incidents that may occur

• identify and challenge bias and stereotyping in the curriculum

• keep up-to-date with equalities legislation relevant to their work

We ensure that the content of this scheme is known to all staff and governors and, as appropriate, to all pupils and parents and carers. Where appropriate, curriculum resources are ratified by the Pupil Support committee.

**RELIGIOUS OBSERVANCE**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with requests relating to religious observance and practice.

**STAFF DEVELOPMENT AND TRAINING**

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams in aspects of equality.

**BREACHES OF THE POLICY**

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**MONITORING AND EVALUATION**

We monitor and evaluate the impact of this scheme through the equality objectives and accessibility plan.

Date approved by the governing body: Spring 2018

To be reviewed Spring 2021