

DALE HALL PRIMARY SCHOOL EQUALITY POLICY



This policy should be carried out in the context of and in conjunction with Dale Hall CP School's Safeguarding Policy.

1. Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Dale Hall Community Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community.

This policy was adopted by the Personnel Committee at its meeting held on **20 June 2023**.

2. Monitoring and Review

The staff members responsible for co-ordinating the monitoring and evaluation are the head Teacher and the SENCO. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for this area.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3. Policy Commitments

Promoting Equality: Curriculum

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We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning and reach their own potential
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Promoting Equality: The ethos and culture of the school

- At Dale Hall Community Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect

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- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included
- Exclusions will always be based on the school's Behaviour and Send Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with

Promoting Equality: Staff Recruitment, Professional Development and Employer Duties

The school follows the safer recruitment policy. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with employment law.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all
- 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 avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors

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- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school
- The Governing Body has adopted the Model Policy and Procedures relating to Complaints of Harassment and Bullying By Employees

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Dale Hall Community Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of all newly arrived pupils including those with disabilities are made to feel welcome.

4. Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

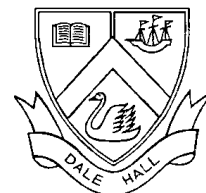
The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school 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 any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping

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- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

5. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

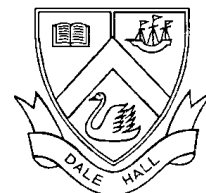
6. Review

This policy will be reviewed annually, and at any other time as may be necessary.

7. Document History

Date	Description
21 September 2011	Adopted at the Personnel Committee meeting.
9 October 2012	Readopted at the Personnel Committee meeting.
15 October 2013	Action Plan updated.
14 October 2014	Readopted at the Personnel Committee meeting.
2 June 2015	Action plan figures updated.
1 March 2016	Single Equality Plan merged with policy.
10 May 2016	Action Plan updated – vulnerable groups attendance
7 February 2017	Action Plan updated; EAL Appendix added. Readopted at the Personnel Committee meeting.
7 February 2018	Names removed from the policy. Page 3 under safer recruitment add statement that "the school follows the safer recruitment policy".
19 March 2019	Added reference to age discrimination Readopted at the Personnel Committee meeting
10 March 2021	Page 12 changed from local authority to via Headteacher's report Readopted at the Personnel Committee meeting
20 June 2023	Readopted at the Personnel Committee meeting

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Action Plan

Equality Objective No. 1

To reduce the variation in attendance of vulnerable groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> All groups have attendance of 96% or above 	<ul style="list-style-type: none"> Analysis of attendance figures weekly/termly

Activity	Lead	Progress Milestones
<ul style="list-style-type: none"> Promote good attendance through celebration eg certificates Monitor attendance figures weekly Follow Action Plan when attendance falls below 92% 	Headteacher/Deputy Headteacher/ Attendance Officer	<ul style="list-style-type: none"> Targeted pupils/groups attendance to be 92% Groups identified quickly and actions put into place so attendance is above 92% to 96% Repeat each term



APPENDIX A

CODE OF PRACTICE

1. Aims and objectives

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

2. Racial equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- strive to eliminate all forms of racism and racial discrimination
 - promote equality of opportunity
 - promote good relations between people of different racial and ethnic groups
- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).
- We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups through communication eg questionnaires to pupils, staff and parents



3. Disability non-discrimination

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.
- Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

The Disability Discrimination Act 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

4. Gender equality

The General Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

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- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came in to force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

- We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- We have put in place a number of measures to raise the achievement of the boys. These include:
 - dealing with negative aspects of boys' behaviour, including bullying and name-calling
 - removing gender bias from our resources
 - making sure that our displays reflect boys and men as effective learners and achievers
 - encouraging boys to read fiction
- To make our teaching more accessible to boys, we:
 - begin a lesson by stating the learning outcomes, and giving the 'big picture'
 - employ a variety of activities, and include a kinaesthetic element
 - deliver work in bite-sized chunks, with 'brain breaks' and new starts
 - provide challenge, competition and short-term goals
 - give regular positive feedback and rewards
 - set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.
- We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaires, parents' evening, and/or governors' parent consultation meeting
- Input from staff surveys or through staff meetings/INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews on progress on Individual Educational Plans / Provision Maps, mentoring and support
- Feedback at Governing body meetings



5. The role of governors

- the governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability

6. The role of the Headteacher

- It is the Headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.
- It is the Headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- The Headteacher views all incidents of unfair treatment, and any racist incidents with due concern.

7. The role of the staff – teaching and non teaching

- all staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary.



All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

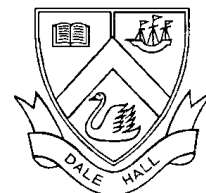
Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incidents

Types of discriminatory incidents that can occur are:

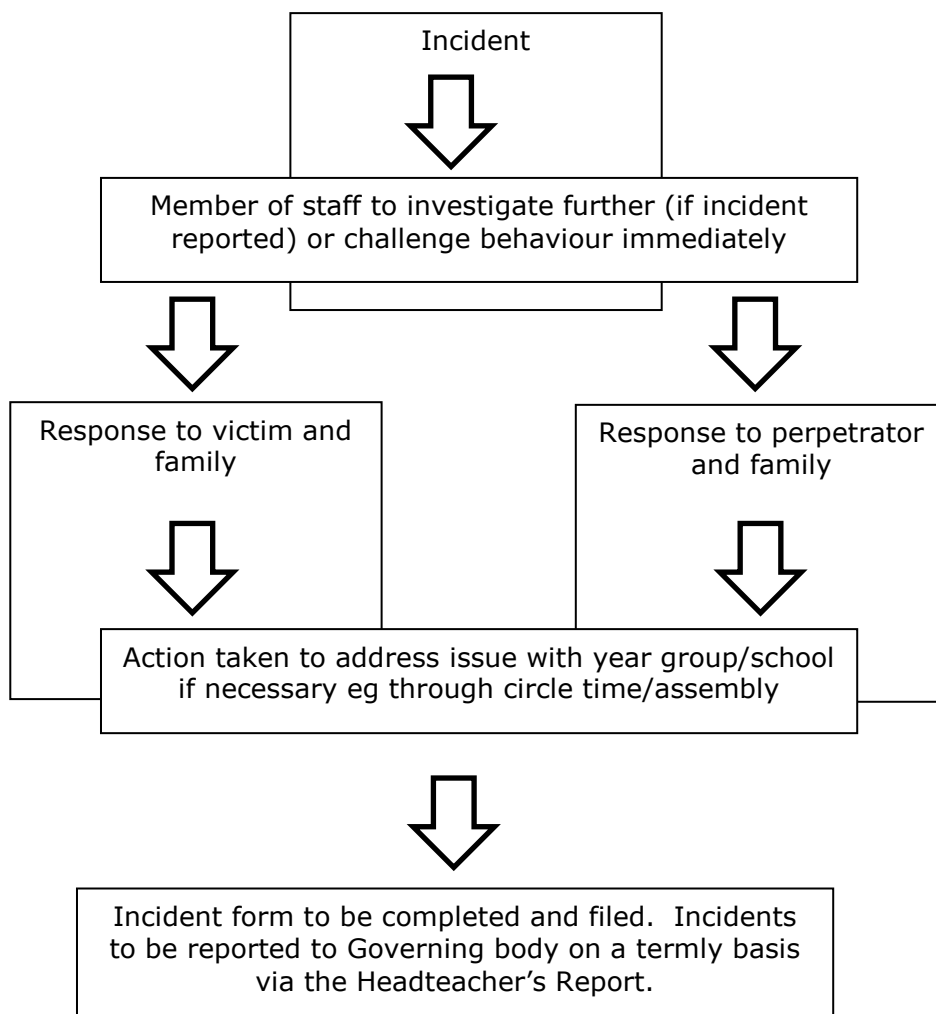
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, disability, gender or sexual orientation.



Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



9. Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;

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- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

10. Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- publish our plan on the school website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- make sure hard copies are available

Appendix B

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities, PE and dance assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings, etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);



- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

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MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.



Appendix C

ENGLISH AS AN ADDITIONAL LANGUAGE

Dale Hall Community Primary School is a place to be celebrated, be encouraged, enjoy learning, feel safe, be respected and to be valued.

AIMS

Our aims are:

- to ensure that all pupils, no matter what their ethnic background, have full access to the curriculum and achieve their full potential
- to promote community cohesion and good race relations, as well as a sense of pride in our school, our community, and Britain.

OBJECTIVES

Our school objectives are:

- to ensure all pupils have equal opportunities to learn and be successful
- to provide support and create an effective learning environment ensuring all pupils can fully access the curriculum and achieve their highest level
- to ensure the curriculum is inclusive and reflects the cultural, linguistic, religious and social diversity of the school
- to provide an environment that reflects and values the pupils' past and present experiences and to ensure pupils feel safe, valued and successful
- to develop home/school liaison
- to ensure new arrivals feel welcomed and settle in quickly
- to ensure that all pupils feel that they belong to the school, to the community and to the country we live in.

ROLE OF THE LEADERSHIP TEAM

To have a strategic overview of the following areas:

- ethos, aims and values
- racial equality and equal opportunities
- community links to enrich school life, leading to school improvement
- monitoring teaching and learning, and the progress and attainment of all groups
- curriculum content and resources
- to work with the EAL Leader by supporting appropriate initiatives and agendas

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- to encourage members of the wider community to become governors, ensuring that there are no barriers to any ethnic groups
- to recognise the importance of having a diverse staff that reflects the school community
- to communicate the ethos, aims and values of the school regarding racial equality and equal opportunities, to parents and the wider community
- to promote understanding with those who may not hold the same views or values

ROLE OF THE EAL LEADER

The EAL Leader achieves this by:

- providing INSET for school staff and supporting their professional development
- sharing expertise and experience with staff in both year group meetings and whole school meetings
- working in mainstream classrooms or small withdrawal groups focusing on specific bilingual children where possible
- planning and evaluating with the class teacher to assess the specific needs of focus children which is then included in weekly planning
- participating in the assessment and monitoring procedures
- liaising with class teacher and the Inclusion Manager in order to discuss individual needs where appropriate (see section Bilingual Learners with SEND)
- reviewing school improvement plans and responding to the changing profile of the school
- keeping up to date with developments in research and new initiatives
- liaising with parents and developing links within the community

THE ROLE OF THE CLASS TEACHER

- to create a shared classroom ethos to ensure that there is a supportive and stress free environment where a child feels safe to take risks and make mistakes
- to be aware of and to promote an understanding and a respect for different cultures and religions
- to develop home/ school links by talking to parents of all pupils and encouraging their involvement in their child's education, in formal meetings and informally. (Use an interpreter if necessary)
- to recognise the importance of, and give status to, the child's home language/languages
- to incorporate opportunities to encourage use of first language in the classroom
- to use available technology to translate for a child where possible (e.g. Google translate)

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- to plan an inclusive curriculum and classroom environment, and use inclusive resources
- to ensure all pupils can fully access the curriculum and achieve their full potential
- to use visual and kinaesthetic resources as much as possible to improve understanding
- to organise the children so that they have the opportunity to work in a range of groupings, and to promote collaborative work and language learning in meaningful situations
- to set targets for pupils who are not progressing as expected
- to take into consideration the learning needs of children who have EAL and to ensure that work set and assessments made are appropriate
- to involve support staff effectively in planning
- where class teachers and support staff are bilingual they should not hesitate to use their knowledge of different languages to support pupils learning

ROLE OF TEACHING ASSISTANTS

- to support the class teacher in achieving the above objectives using their own individual skills and experience

ROLE OF SUBJECT COORDINATORS

- to ensure their curriculum area is inclusive to all pupils in school
- to order resources from a range of cultural backgrounds
- to monitor subject assessments for cultural and linguistic bias to prevent disadvantage and ensure achievement of all ethnic and EAL groups

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Children who have EAL will bring unique and differing cultural, ethnic, linguistic and religious backgrounds and heritage, differing previous educational experiences, and differing abilities and personalities. Staff need to be aware that:

- children with EAL are not from one homogenous group
- every child will learn and progress at their own pace, depending on their previous experiences and emotional well being
- often children beginning to use English will go through a 'silent period' – this may last up to six months
- research has shown pupils can take up to seven years to acquire academic English at the same level as their peers
- it is better not to correct spoken errors, but to offer a correct model in reply



- children learn best from their peers and should be given opportunities to interact with good role models for speaking and listening
- withdrawal groups may serve to separate children from peers and should not be used extensively. However occasional short periods of withdrawal for focused activities with a TA can be beneficial
- children with EAL should be encouraged to use their home language, as it will improve acquisition of English. Being bilingual can improve mental agility, thinking, reasoning and problem solving
- home language and the child's cultural background should be given status in the classroom
- staff should encourage parents to foster their home language
- effective planning and groupings should ensure opportunities for collaborative and purposeful learning, and should make good use of visual aids
- learning is more successful if it is related to the child's own experiences and acknowledges the child's cultural background
- the environment should be supportive and stress free, where a child feels safe to take risks and make mistakes

CHILDREN WITH EAL WHO HAVE SPECIAL EDUCATIONAL NEEDS

The same procedures are used with children with EAL and are thought to have SEND as those who are not bilingual (see school SEND Policy). However, the following points are useful and need to be considered:

- assessment of children relies heavily on their language skills as it is the medium through which they demonstrate their learning, therefore it is important that teachers do not make assumptions about children's conceptual development
- it might be felt that a home language assessment is appropriate to ascertain what type of support the child needs e.g. SEND support, EAL support, or both. The main concern for teachers of bilingual pupils is how to separate temporary issues of language acquisition from longer-term learning difficulties. The EAL Leader and the Inclusion Manager may be consulted.

RAISING ACHIEVEMENT OF CHILDREN WITH EAL - PARENTAL INVOLVEMENT

Parental and community involvement is an invaluable resource for the learning of all children. At Dale Hall Community Primary School we encourage parents to:

- attend parent interviews and curriculum evenings (bilingual assistants or family friends may be present in order to make parents feel comfortable and improve communication)
- share personal skills they may have such as story telling or knowledge about particular festivals from a wide range of cultures
- share books and stories in their own language with children



POSITIVE IMAGES

We believe that:

- we should use multicultural teaching resources to show that other cultures and languages are valued
- any bilingual resources should be of a high standard in order to enhance the status of the languages and backgrounds
- the cultural diversity of the school should be reflected throughout the school in our everyday practice
- we should encourage pupils to use home languages in school e.g. language buddies and reading partners

INCLUSIVE CURRICULUM

We provide an inclusive curriculum by:

- ensuring year groups plan for the curriculum to include a range of cultural experiences
- celebrating special events e.g. Refugee week and Multilingual month
- we strive to be successful in working with and learning from each other as one whole community.

CHECK LIST FOR POSITIVE PLANNING FOR CHILDREN WITH EAL

- what are the language aims and demands of the lesson?
- what vocabulary will they find difficult?
- what support can you provide to aid understanding? (e.g. concrete references, pictures, story props, objects and writing frames)
- are there good role models of English within the groups?
- are there opportunities for pupils to work collaboratively?
- is there a story or activity that is more relevant to their experience and culture?
- are the pupils working as much as possible on the same activities as their peers?
- are the expectations appropriate?
- are the resources relevant to that particular age group? (e.g. the use of easier texts for older pupils)
- use visual resources and ICT to support lessons e.g. diagrams, photos and artefacts
- are there opportunities for pupils to rehearse language orally before producing written work?