



Equality Statement

Haslam Park Primary School is committed to the principle of equality for all pupils, staff, parents and carers irrespective of race, religion, gender, language, disability, sexual orientation or family background and to the active support of initiatives designed to further this principle. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff and pupils at all times. We believe that equality is at the heart of good educational practice as Together we explore, learn and grow. All staff are responsible for ensuring that we implement this policy.

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

At Haslam Park, we believe that diversity is a strength which should be respected and celebrated by all who learn, teach and visit us.

Aims & Objectives

We aim to ensure that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- seeking to involve all parents in supporting their child's education.
- avoiding prejudice
- promoting a positive self-image and mutual respect, regardless of differences
- providing for all, according to their needs
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of British society and to prepare children for their part in this
- developing a positive attitude to equality by all staff, children, parents, governors and all who participate in the life of the school.

Equality in admissions:

Our admission arrangements are fair and transparent and we do not discriminate against anyone on the grounds of race, gender, religion, belief, disability, sexual orientation or socio economic background.

Gender

We do not make assumptions about pupils' participation in activities based upon their gender. Our organisational structure, behaviour policy and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible.

Participation rates for both genders are tracked by staff leading after school club provision and, other than in gender specified clubs such as 'Girls' Football' ' all after school clubs are open to pupils of both genders. The Headteachers track rates of participation in all aspects of physical education to ensure that rates are equal and high for both genders. The school's Personal, Social and Health Education curriculum (PSHE) seeks to build upon these principles to ensure that key messages of participation in all areas of school life are communicated to staff and that, for example, disability should not be a deterrent in participating in all aspects of school life at all levels. We analyse our assessment results by gender in order to ensure that we identify any issues which need addressing. When asking children to carry out tasks or represent the school, boys and girls are used equally. All extra – curricular activities are open to both sexes.

Race, Faiths and Languages:

We have represented in our school population many different nationalities, faiths and family backgrounds and organisations. Racial discrimination is unlawful and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice. Children sometimes experiment with racist expressions which they have heard through the media or from the community and do not understand how hurtful and harmful they can be. We aim to treat such incidences sensitively and firmly because all have the right to be protected from insults, abuse and bullying.

Children and other adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through school events, visiting classes on curriculum days and coming together to socialise.

We analyse our test results and attendance data by ethnicity in order to ensure that we identify any issues which need addressing.

Family Background

Children with English as their second language often need learning support and we have a nominated member of staff who communicates with members of staff to ensure that parents of EAL families attend parent consultation evenings and are fully aware of basic school organisational issues.

Children who are new to Britain, International new arrivals, are supported through school and also ACIS centre in Bolton to support and encourage parents to become active in their children's learning.

The 1981 Education Act and the Education Reform Act of 1988 placed the onus on class teachers to access the curriculum to all children equally. Curriculum 2014 requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. The match of pupil to a modified curriculum is relevant to the exceptionally gifted child as much as to the child experiencing difficulty in learning. These issues are addressed in the policies for SEN.

We analyse our test results and attendance data by vulnerable groups in order to ensure that we identify any issues which need addressing.

Staffing

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Positive action

Positive action will be fostered in line with current best practice.

- Staff will use examples in their teaching to demonstrate the advantages of a mixed society and the contributions of individuals of all genders, races, age groups, etc
- Team work is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various viewpoints
- Positive action, especially by pupils, will be rewarded
- Assembly times will reinforce good behaviour in the area of equal opportunities and involve peer groups in the approval (or disapproval) process
- Clear and consistent messages will be given regarding the school's values
- Each member of the school community is responsible for preventing unfair discrimination, harassment or victimisation and challenging or reporting behaviour where it may occur.

Haslam Park Primary School has adopted the model Equality Policy from Bolton Local Authority