

A Linton Primary Cluster Values in Education Policy

The Importance of Values

We believe the teaching of values is fundamental to the promotion of equality in our schools.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards As expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine Principles. We espouse this as part of our core whole school values, which are:

respect, aspiration, patience, determination, confidence, teamwork, forgiveness, nurture, courage, and love.

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

- o whether or not they are disabled
- o whatever their ethnicity, culture, national origin or national status
- o whatever their gender and gender identity
- o whatever their religious or non-religious affiliation or faith background
- o whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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:

- o disability, so that reasonable adjustments are made
- o ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- o gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- o religion, belief or faith background
- o sexual identity.

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:

- o positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- o positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- o mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- o whether or not they are disabled
- o whatever their ethnicity, culture, religious affiliation, national origin or national status
- o whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- o disabled and non-disabled people
- o people of different ethnic, cultural and religious backgrounds
- o girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- o disabled people as well as non-disabled
- o people from a range of ethnic, cultural and religious backgrounds
- o both women and men, and girls and boys.
- o gay people as well as straight.

Principle 7: Society as a whole should benefit

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:

- o disabled people as well as non-disabled
- o people of a wide range of ethnic, cultural and religious backgrounds
- o both women and men, girls and boys
- o gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. Details of what information is published and how it can be accessed can be found in our publications scheme, available from the school office and on the website.

Principle 9: Objectives

We formulate and publish a specific and measurable objective as required by law based on school improvement priorities. Our current objective is:

To narrow the attainment gap between our vulnerable pupils and national expectations.

The objective which we identify takes into account national and local priorities and issues, as appropriate.

We review and report annually on progress.

The Curriculum

5. We keep the curriculum under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and Organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - o pupils' progress, attainment and achievement
 - o pupils' personal development, welfare and well-being
 - o teaching styles and strategies
 - o admissions and attendance
 - o staff recruitment, retention and professional development
 - o care, guidance and support

- o behaviour, discipline and exclusions
- o working in partnership with parents, carers and guardians
- o working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
 - o prejudices around disability and special educational needs
 - o 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, migrants, refugees and people seeking asylum
 - o prejudices reflecting sexism and homophobia.
8. Guidance is provided on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and school priorities are implemented.
11. A member of the governing body has a watching brief regarding the implementation of this policy.
12. The Headteacher, or designated member of staff, is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. All staff are expected to:
 - o promote an inclusive and collaborative ethos in their classroom
 - o deal with any prejudice-related incidents that may occur
 - o plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - o support all pupils in their class
 - o keep up-to-date with equalities legislation relevant to their work.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

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

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and review

19. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. The policy will be reviewed every three years, and data published on the progress towards our objective annually.
20. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to the context of our cluster.

Date approved by the Governing Body: June 2015

School: Burrough Green CE Primary School

Date of next review: Summer 2018

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
 2. The model statement takes into account guidance issued by several other Local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
 3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.
 4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).
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**APPENDIX A
BURROUGH GREEN C OF E PRIMARY SCHOOL
ACCESSIBILITY PLAN**

Burrough Green is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every person matter. Our ethos allows us to offer new opportunities to pupils who may have experienced previous difficulties. It involves taking account of pupils varied life experiences and needs so that each child can be treated, encouraged and supported accordingly.

Effective inclusion will:

- meet needs in a positive and proactive way
- approach inclusion as part of an overall improvement strategy
- engender a sense of community and belonging
- have systems for the early identification of barriers to learning and participation and ways to remove those barriers
- have high expectation and suitable, but realistic targets for all children.

Accessibility Plan

Accessibility Target

- All children will be afforded the same opportunities to learn regardless of any protected characteristic.

Success Criteria

- Those children needing additional tools and resources to access the national curriculum will be provided with them.
- Internal monitoring will be able to demonstrate that any activity exclusions were at the choice of pupils or their parents/carers, or due to behaviour, and not due to limitations on accessibility.
- No complaints will be received from any stakeholders in this regard .

	Tasks	Personnel	Resources	Timescale	Monitoring and Review
PLANNING & ACTIVITIES *	Analyse performance data to identify vulnerable children	Inclusion Manager Head Teacher, Literacy and Numeracy Coordinators. All class teachers	Inclusion Manager time	Ongoing during school year following pupil progress meetings	Pupil Progress meetings and Target setting meeting
	Map the provision for these pupils to ensure appropriate resources have been allocated	Inclusion Manager	TA time Training for Intervention programmes Inclusion Manager/ HT time for liaison	As above	HT/Inclusion Manager – at IEP review date
	Monitor the quality of Intervention support	Inclusion Manager	Release time for observations	Start of year & Ongoing	Inclusion Manager Report to governors
	* The Raising Attainment Plan details fully how development of Teaching & Learning and the Learning Climate support these plans.				

Equality & Diversity Objectives

CURRENT OBJECTIVE 2015 - 2018

To narrow the gap for our lowest attainers between their starting points and national expectations through accelerated progress of SEN pupils.	All Teaching staff, SENCo / Inclusion Manager, Governors	Staff Meetings, Pupil Progress Meetings, Coordinator release time	2015-2018	Pupil progress meetings	May 2015 RAP Update: <i>Vulnerable children have been identified and are being tracked. See Vulnerable Pupil Progress Report to Govs – Dec 14. VPs doing as well as peers in KS1, & excelling in KS2 maths. However they are falling behind in KS2 Reading and writing. Provision maps were updated to address individual needs.</i>
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PREVIOUS OBJECTIVE 2012-2015

To narrow the attainment gap between girls and boys in Maths	All Teaching staff, SENCo	Staff Meetings Coordinator release time	2012 – 2015	Pupil progress meetings	July 2015 Tracking: <table border="1" style="margin-top: 10px;"> <caption>Improving Performance at BGS (Whole School APS Y1 to Y6)</caption> <thead> <tr> <th>Year</th> <th>National Expectation</th> <th>Girl's Maths</th> <th>Boy's Maths</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>19.5</td> <td>18.5</td> <td>20.2</td> </tr> <tr> <td>2012</td> <td>19.5</td> <td>19.0</td> <td>21.2</td> </tr> <tr> <td>2013</td> <td>19.5</td> <td>20.0</td> <td>21.8</td> </tr> <tr> <td>2014</td> <td>19.5</td> <td>21.0</td> <td>21.8</td> </tr> <tr> <td>2015</td> <td>19.5</td> <td>21.5</td> <td>22.5</td> </tr> </tbody> </table>	Year	National Expectation	Girl's Maths	Boy's Maths	2011	19.5	18.5	20.2	2012	19.5	19.0	21.2	2013	19.5	20.0	21.8	2014	19.5	21.0	21.8	2015	19.5	21.5	22.5
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