

Carnforth Community Primary School

Single Equalities Policy

Updated September 2026

Review September 2027

Mission Statement

At Carnforth Community Primary School, we strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals. We are committed to everyone reaching their full potential.

This policy outlines the commitment of the staff, pupils and governors of Carnforth Community Primary School to ensure that equality of opportunity is available to all members of the School community. For our School this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in School, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to School
- Visitors to school
- Students on placement

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 Carnforth C.P. Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

School Context

Our school currently has 99 pupils on roll plus Nursery children.

- Currently there are 59 boys and 40 girls on roll
- The ethnic make-up is: White British 84, Bangladeshi 5, any other White background 5.
- The ethnic make-up of the staff (14) and Governors (6) is: White British
- The linguistic profile of the School is: English; Hungarian; Ukrainian; Bengali, Burmese
- The number of staff with a disability is currently: 0
- The School is physically accessible to all and has ramp access between two levels
- There are currently one looked after child and one child under special guardianship

Ethos and atmosphere

- At Carnforth C.P. Primary School, the leadership of the School community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to School
- All within our School community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to School with friendliness and respect
- The displays around School are of a high quality and reflect diversity across all aspects of equality of opportunity and are monitored frequently
- Provision is made to cater for the spiritual needs of all the children through the planning of daily assemblies, classroom based and externally based activities

Policy Development

This policy applies to the whole School community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with parents, carers, staff and Governors.

Monitoring and review Monitoring and Review

Carnforth Community Primary is an inclusive school, working towards greater equality in the whole School community. We use the curriculum and teaching to enhance the self-esteem of all those the School serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through School. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best

possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the data suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil achievement. School performance data is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance in, we also regularly monitor a range of other information.
This relates to:

- Attendance – absence, both authorised and unauthorised
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities
- Parental involvement

Our monitoring enables us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Carnforth Community Primary is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our School population. Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of this policy and action plan is the Headteacher.

Her role is to:

- lead discussions, organise training, update staff in staff meetings, support discussions
- work with the Governing Body on matters relating to equality
- support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- provide equality of access for all pupils and prepare them for life in a diverse society.
- use materials that reflect a range of cultural backgrounds, without stereotyping.
- use materials to promote a positive image of and attitude towards disability and disabled people.
- promote attitudes and values that will challenge discriminatory behaviour.
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- ensure that the whole curriculum covers issues of equality and diversity.
- all subject leaders promote and celebrate the contribution of different cultures to the subject matter.
- seek to involve all parents in supporting their child's education.
- provide educational visits and extra-curricular activities that involve all pupil groups.
- take account of the performance of all pupils when planning for future learning and setting challenging targets.
- make best use of all available resources to support the learning of all groups of pupils.
- identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Our successful learning environment includes:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in School will be good, positive role models in their approach to all issues relating to equality of opportunity.

- A high priority is given to the provision in School for pupils with special educational needs and/or a disability.
- All pupils' learning needs, including the more able, are met by carefully planned, delivered and assessed schemes of work.
- The School will provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods is used throughout the School to ensure that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Carnforth Community Primary School, we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity.
- pupils will have opportunities to explore concepts and issues relating to identity and equality.
- steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.
- all pupils have access to rewards which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials in School is a high priority. These resources will:

- reflect the reality of an ethnically, culturally and sexually diverse society.
- reflect a variety of viewpoints.
- show positive images of all members of society.
- Include non-stereotypical images of all groups in a global context.
- be accessible to all members of the School community.

Language

We recognise that it is important that all members of the School community use appropriate language which:

- creates and enhances positive images of diverse groups within society.
- creates the conditions for all people to develop their self-esteem.
- challenges in instances where this is not the case.
- does not offend.
- does not transmit or confirm stereotypes.

Extended Learning Opportunities

- It is the policy of School to provide equal access to all activities from an early age.
- We undertake responsibility for making contributions to extended learning opportunities and are aware of the School's commitment to equality of opportunity (e.g. sports coaches and volunteers by providing them with a copy of this policy.
- We try to ensure that all non-staff members who have contact with children adhere to this policy.

Provision for Bilingual Pupils

At School we undertake to make appropriate provision for all EAL/Bi-lingual children /groups to ensure access to the whole curriculum

These groups may include:

- Pupils for whom English is an additional Language
- Pupils who are new to the UK
- Gypsy Roma and Traveller children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of any other specific groups.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers will be given support, as appropriate, should they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout School to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff where possible.
- We encourage continuous professional development of all school staff.
- We provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored.
- It is our policy to provide staff with training and development which enables them to carry out their roles and responsibilities in relation to equality as identified as explained in 'Roles and Responsibilities'.

Staff Recruitment

- All involved in recruitment and selection are aware of the need to avoid discrimination and ensure equality.
- Equalities policies and practices are covered in all staff/governor/volunteers' induction.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with new legislation and impact.

Note:

There are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with all parents and carers to help all pupils to achieve their potential.
All parents/carers are encouraged to participate in the full life of School.
Members of the local community are encouraged to join in School activities.

Roles and responsibilities

- Our Governing Body will ensure that School complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation and co-ordination of this policy, and will ensure that staff are aware of their responsibilities; that they are given necessary training and support and report progress to the Governing Body
- Our staff will promote an inclusive and collaborative ethos in School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- All members of the School community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to School adhere to our commitment to equality.

School Contracts

School will endeavour to ensure that we buy services from organisations which comply with equality legislation. This will be a significant factor in any tendering process.

Evaluation of Impact of the Policy

- The policy will be monitored and evaluated by the Headteacher and Governing Body for its impact on pupils, staff, parents and carers from the different groups that make up our school.
- The policy will be reviewed annually.
- The policy will be made available on the website.

Equality Objectives 2023-2027

- Ensure fair access to the curriculum for those with different abilities/disabilities through promoting inclusive and adaptive approaches to teaching and learning and the use of specialist equipment where necessary
- To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity
- Maintain and extend opportunities for 'Pupil Voice' – creating a safe environment where pupils can speak about difficult / controversial issues
- To monitor and analyse pupil achievement by group (Pupil Premium, EAL, SEND) and act on any trends or patterns in the data that require additional support for pupils
- To monitor and analyse pupil attendance by group (Pupil Premium, EAL, SEND) and act on any trends or patterns in the data that require additional support for pupils.