

# Charles Saer Primary School

## SINGLE EQUALITIES POLICY



### **1. Statement of Principles**

The policy outlines the commitment of the staff, pupils and governors of Charles Saer 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 the 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 Charles Saer Primary School, we aim to ensure that every member of our school family is fully included. We recognise that equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfill their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. We recognise that positive discrimination is sometimes unavoidable to ensure the best outcomes for our disabled pupils.

Our school council debated what equality means to them and how they feel about the way the school deals with equality issues. They have agreed that:

- The school makes as many changes as it can to make sure all children are included in activities and lessons
- The school treats everyone with respect regardless of race, gender and disability.
- The council was happy with the way that they are consulted in school and that the children know where / who to go to if they need help with issues they feel are unfair (Teachers, Sunshine Room, Miss Lemon, and class council meetings)

## 2. School in Context

The ethnic make-up of the school is overwhelmingly white British which reflects the town of Fleetwood. We currently have 246 White British Pupils. The remaining 18 are from the following groups:

---

Any Other Mixed Background

---

Any Other White Background

---

White and Black Caribbean

---

Any Other Asian Background

---

Any Other Black Background

---

Any Other Ethnic Group

---

NOBT

---

---

White - Irish

---

White and Asian

The staff make- up is overwhelmingly White British. Ethnicity of staff is requested upon appointment to allow us to update the Equalities Commission with non- personalised information on the number of applications, successful applicants, disclosed disabilities and ethnicity. School staff records do not contain this information.

It may voluntarily be added by staff to their own LCC records via the Oracle system but is not routinely requested.

A number of our pupils have a known disability; these are under the care and guidance of our SENCO who ensures that their achievements and opportunities are in line with their abilities. We have or have had pupils that include the following conditions that may impact on their learning in school:

- Heart disease
- ADHD
- Asthma
- Cerebral palsy
- Reflex anoxic seizures
- Renal disfunction
- Food allergies
- Chiari malformation type 1
- Sleep apnoea
- Various allergies
- Urticaria
- Anal stenosis
- Eczema
- ENT – slathering, negative pressure in ears
- Epilepsy

Fleetwood has seen a decline in population of 6% between the 1971 and 2001 censuses, Wyre has risen by 11%. The ethnic makeup of the borough is predominately White (98.8%) with the rest of the population made up of South Asian (0.4%), Mixed Race (0.4%) and Other (0.3%)

There are currently no children in Care (Sept 2025) registered at the School. They are under the care of Lancashire Authority and our SENCO and Family Support Worker work closely with both the Authority and the Families to ensure the child receives the support they require. There are currently 8 children with special guardianship/residency orders to live with grandparents/other relatives.

We also have a high number of children with emotional problems that require a great deal of input to ensure they overcome their barriers to learning. The Governors have chosen to employ a full time Family Learning

Mentor to aid these children

The Governing Body has taken the following steps to make the school physically accessible.

- Main entrance doors are accessible to wheelchairs.
- 2 Disabled car parking space.
- 3 disabled toilets.
- Yellow high visibility paint on steps and uneven walking surfaces.
- Shower/medical room.
- Portable Hearing Loop installed at the office.
- Lift to gain access to the upper floor of School.

The following adjustments are also made when necessary:

- All special dietary arrangements are catered for.
- Toilet adjustments have been made

### **3. Ethos and Atmosphere**

- At Charles Saer Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an inclusive atmosphere which welcomes everyone to the school
- All within the school community are encouraged to question/report 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 the school with friendliness and respect with due respect to safeguarding issues.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Religious Education in Charles Saer is of a broadly Christian nature but non-denominational. We teach the Agreed Syllabus which includes teaching children about other cultures and religions from time to time. If parents are anxious that their child should be excluded from religious education and assemblies they are requested to discuss this with the Headteacher and the appropriate arrangements are then agreed. The local priest regularly visits our assemblies. One of our Governors is a member of our Religious Education working party.

### **4. 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 Stakeholders and members of the School community including governors and the school council.

- Staff: through staff meetings, including those about our ethos, culture and values.
- Pupils: through assemblies and meetings with the School Council.

- Governors: through meetings of committees and of the Full Governing Body as well as meetings held with staff and the School Council about our ethos, culture and values.

## 5. Monitoring and Review

Charles Saer Primary School 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 it serves and to provide a learning environment in which each individual is encouraged to fulfill her or his potential.

We collect and analyse a range of equality information for our pupils/students:

- EYFS Profile.
- Year 1 phonics
- Key Stage 1 SATs
- Key Stage 2 SATs
- LSIP

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the 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 information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities
- Free School Meals

Our monitoring activities enable 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.

Charles Saer Primary School 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 our community in order to respect and respond to the diverse needs of our population.

The recording of ethnicity on the LCC Oracle system is a voluntary option that is available to staff.

Non personalised information on applicants for employment is reported to the Equal Opportunities Commission.

Staff training is always undertaken firstly according to the needs of the school and then, budget permitting, to the personal development requirements of all staff irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Staff attendance is monitored and a non personalised report is submitted annually to the Governing Body.

The Governing Body is aware of the need for confidentiality.

Due regard is given to the promotion of equality in the School Development Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their 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

## **6. Developing Best Practice**

Learning and Teaching

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 behavior
- 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;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities 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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides 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 are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

### **Curriculum**

At Charles Saer Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes encouraging 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

### **Resources and Materials**

The provision of good quality resources and materials within Charles Saer Primary School is a high priority.

These resources should:

- 
- Reflect the reality of a diverse society
- Reflect a variety of viewpoints

Show positive images of males and females in 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 at Charles Saer Primary School that all members of the school community use appropriate language which:-

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and questions/reports instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

### **Provision for Bi-lingual Pupils**

We undertake at Charles Saer Primary School 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 United Kingdom
- 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 particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- 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 are given support, as appropriate, when they experience discrimination •

We recognise that perpetrators may also be victims and require support.

- Positive role models are used throughout the 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/Governors Professional Development**

- We recognise the need for positive role models and distribution of responsibility among staff.
- This should include pupils' access to a balance of male and female staff at all key stages where possible  
We encourage the career development and aspirations of all school staff/governors
- It is our policy to provide staff/governors with training and development, which will increase awareness of the needs of different groups of pupils

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Note:**

***Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational qualification 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 parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.

- Members of the local community are encouraged to join in school activities and pupils, staff and Governors join in with a multitude of community activities.

## **7. Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of his policy and action plan
- 
- The headteacher is responsible for the implementation 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 the 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 equalities 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 the school adhere to our commitment to equality.

## **8. Commissioning and Procurement**

- Charles Saer Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.
- Contractors used by the school are taken from the Lancashire County Council approved list whenever possible.
- Contractors are to be advised of our high expectations when they sign in.
- Goods purchased and services supplied are all placed on the principles of Best Value which is non discriminatory

## **9. The Measurement of Impact of the Policy**

- This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers by the Governors, informed by the different groups that make up our school.
- The evidence gathered via reporting procedures will be reviewed annually.
- An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## 10. Publicising the Policy and Plan

This policy and action plan will be published on the school's website and stakeholders will be notified of their publication via the school's parent app. Paper copies will be available upon request.

## 11. Annual Review of Progress

We will monitor the policy annually and formally review it every 3 years. The action plan will be monitored termly by the Governing Body alongside the School Development Plan and updated on the website annually.

## 12. Equality Impact Analysis

The Governors will ensure that an Equality Impact Analysis is completed when new policies are introduced to ensure the school is adhering to this policy.

When policies are reviewed the Governing Body will ensure that an Equality Impact Assessment is undertaken for each one.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process. EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

## Appendix 1

### Setting Objectives Specific duties - Information and objectives

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information and objectives have to be published by 6 April 2012 at the latest. In later years the information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

**Two guiding principles:** An important principle underlying how schools respond to the specific duties is **proportionality**. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is **flexibility**. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances. **Setting objectives:**

## Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously. The actual number of objectives which a school adopts is probably less important than the seriousness and rigor with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

**Narrowing the gaps** · To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.

· To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.

· To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.

· To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.

To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

## Fostering good relations

· To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.

· To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

· To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity. **Questions about each objective which a**

## school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information? 2. Procedure What in practice are we actually going to do?

3. Responsibility Who will be responsible for ensuring the objective is pursued and achieved? 4.

Measurable success indicators What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings By when do we expect to see signs of progress or success?

6. Expense How much are we budgeting, and on what items of expenditure in particular?

7. Resistance Who may be opposed or lukewarm? How shall we respond to them?

8. Problems What problems or difficulties may arise, and how shall we deal with them? 9. Learning from others What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement Who have we consulted when deciding on this objective? Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11  
<http://www.insted.co.uk/equalities.html>

**Appendix2** – for information The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council. Disability What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be: · substantial (more than minor or trivial) · adverse · longterm (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected). There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement). The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### Sexual Orientation

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### Transgenderism and gender reassignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

Reviewed Jan 2026

H Davies (DHT)

C Joyner (Chair of Gov)