



**SECTION F**  
Welfare Committee  
(F3 EQUALITY OF OPPORTUNITY)  
F3.1 Single Equality Scheme

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**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:**

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**If you have any comments about our Scheme please contact us.**

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## **Foreword**

'This Single Equality Scheme sets forth Alder Grange's commitment to promoting equality in all that we do.

It brings together our policies for promoting equality and sets them in the context of our day-to-day procedures and interactions with the whole school community.

Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

As a Rights Respecting School it is central to our core purpose to work together in mutual respect, thus achieving our aims of being fully inclusive and accessible and ultimately in providing the best possible learning experience for our children and young people.'

Mr D Hampson  
Headteacher

## **Rationale**

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and by April 2012 schools will have the specific duty to publish information and the specific duty to publish objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity.

## **Mission Statement**

This policy outlines the commitment of the staff, pupils and governors of Alder Grange 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

As a Rights Respecting School, 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 Alder Grange 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.

The first responsibility of education, and our central purpose, is to promote the successful growth of the 'whole child' through all we do within and beyond the curriculum. All children are valued as individuals, each with the right to achieve and to fulfil their potential but by the same token needing different types of help in differing degrees and at different times to enable them to reach that potential. We believe that social awareness and good social skills are essential to success in all aspects of school life and work as well as within the wider world. For pupils to build successful social relationships, and therefore allow effective educational progress, pupils must possess a strong sense of morality. We also believe that awareness and understanding of the nature and diversity of the world is essential to academic success, crucial to understanding the wider world and the world of work and is the key to enjoying the richness and diversity life has to offer. In 2010 we demonstrated this commitment when we achieved the Cultural Diversity Quality Standard.

## **School Context**

Alder Grange is at the heart of its local community and is proud of its community status. It is a smaller than average non-selective 11-19 secondary school within a locality that operates a selective system. There are currently just over 880 students on roll. Students are drawn from a wide socio-economic range, including significant numbers from deprived backgrounds; the percentage of pupils eligible for Pupil Premium Grant is 27 %. The school is over-subscribed and all parents and carers made Alder Grange their first admission choice. The school's population is very stable with a similar number of boys and girls. Approximately 87% of the students are of White British heritage with the remaining 13% of mainly Bangladeshi and Pakistani heritage. The vast majority speak English fluently. The ethnic profile of the staff and governing body broadly reflects that of the school as a whole.

## **Ethos & Atmosphere**

Alder Grange School is a Rights Respecting School. At Alder Grange, 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 the school.
- ◆ All within the 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 the school with friendliness and respect.
- ◆ The displays around the school are of a high quality and are frequently monitored to ensure that they reflect diversity.
- ◆ Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom-based and externally-based activities.

In line with our mission statement, we seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. Recognising our shared humanity and common aspirations, we also value our differences and diversity. We appreciate the richness of our cultural mix and always endeavour to celebrate and understand it better.

## **The Local Community**

Rossendale has a vibrant and diverse community base. It has a population of 67,000 which is slowly increasing. It is estimated that between 2014 and 2039 the population of Rossendale will increase by 8.2%, above the Lancashire-14 area outturn of 4.4%, but well below the predicted growth of 16.5% for England. The number of households in the authority is projected to grow by 13.6% between 2014 and 2039 (England = 23.1%). 51% of the population is female and 49% male 15.4 % of the Borough's population is over the age of 65, compared with 16.4 % nationally and 10% of the population aged 10-18 compared to 9.5% nationally. 5.4% of the population are on some form of benefit compared with 13.5% nationally. 3.3% are on some form of disability benefit compared to 2.4% nationally (O.N.S., 2011). In terms of religion/belief, 76% of residents consider themselves to be Christian. Islam is the next largest religion (2.9%). In terms of ethnicity the most recent mid-Census figures, released in August 2008, show that Rossendale remains relatively homogeneous with a White British population of 94.5% and a BME population of 5.5%. The largest minority ethnic group (just under 4%) identify themselves as Asian or British Asian.

There are around 31,900 dwellings, 85% of which are owner occupied or private rented in Rossendale. A total of 12.2% of Rossendale households were in fuel poverty in 2016. This was rather above the England average of 11.1%. The main factors that determine this are the energy efficiency status of the property, the cost of energy, and household income.

The 2015 Indices of Deprivation revealed that Rossendale was the 98th most deprived area out of 326 districts and unitary authorities in England, when measured by the rank of average rank

## **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 involving:

- ◆ Our pupils;
  - the principles underlying the scheme and action plan have been discussed in school council. Our annual Pupil Attitudes Questionnaire also allows us to identify areas that may need addressing.
- ◆ Parents/carers;
  - The Equality Scheme and action plan has been discussed with some parents/carers at a meeting. All parents/carers have been notified about the scheme via the school website and have been invited to comment.
  - Consulting parents at meetings such as statement reviews; we ensure that parents and carers of pupils with Special Needs are involved at every stage. They are actively encouraged to attend statement review meetings, planning meeting and parents' evenings. Parents and pupils were also invited to contribute to planning discussions for this policy update during the autumn term 2018.
- ◆ Our Staff;
  - All staff are invited to comment on the Equality Scheme.
- ◆ The Governing Body;
  - The Equality Scheme and action plan has been discussed in the Governors' Pupil Welfare Committee.

We encourage all stakeholders to take part in rigorous involvement with the school.

## **Monitoring & Review**

Alder Grange 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 fulfil his or her potential.

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

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, disabilism, sexism, homophobia and all forms of bullying
- ◆ Parental involvement
- ◆ Participation in Extended Learning Opportunities

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.

Alder Grange 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 the community in order to respect and respond to the diverse needs of our population.

We ensure that staff members are employed based on the best fit for the position and irrespective of ethnicity, cultural background, disability or sexual orientation.

Due regard is given to the promotion of equality in all aspects of school life. The person responsible for the monitoring and evaluation of this policy and action plan is designated Assistant Head.

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.

### **Roles and Responsibilities**

The governing body is responsible for ensuring that the school complies with statutory requirements in respect of this policy and action plan.

The head teacher 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.

The designated Assistant Head has day-to-day responsibility for co-ordinating the implementation of this policy.

All staff are expected to:

- ◆ 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
- ◆ maintain a good level of awareness of equalities issues
- ◆ 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.

## **ANNEX 1: 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 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' departments, where appropriate, 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 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.

- ◆ Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- ◆ As a school we place 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
- ◆ 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.

## **Curriculum**

At Alder Grange 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 qualifications which recognise attainment and achievement and promote progression.

## **Resources and Materials**

The provision of good quality resources and materials within Alder Grange School is a high priority. These resources should:

Reflect the reality of an ethnically, culturally and sexually diverse society, illustrating positive images of males and females in society. They should include non-stereotypical images of all groups in a global context and be accessible to all members of the school community.

## **Language**

Alder Grange School is a Rights Respecting School and as such we recognise that all members of the school community use appropriate language which:

- ♦ does not transmit or confirm stereotypes and 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 and uses accurate language in referring to particular groups or individuals and challenges in 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 undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

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

At Alder Grange we undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum.

## **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 and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff and that this must 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 and it is our policy to 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 on equality grounds.

### **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 and all temporary staff are made aware of policies and practice. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Partnerships with Parents/Carers/Families and the Wider Community**

As a school we will work with parents/carers to help all pupils to achieve their potential by:

- ◆ Encouraging all parents/carers to participate in the full life of the school.
- ◆ Encouraging members of the local community to join in school activities.

## Single Equality Scheme Action Plan 2018-2021

In the document below the following codes apply:

R = Race, DDA = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion

Statutory duty/ equality legislation addressed	Planned Outcome	Planned Actions	Timescale	Person responsible	Monitored by
Curriculum Delivery and Development	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Monitored through lesson observation, learning walks, school communications pupil feedback, Pupil Council, Inclusion list. Posters communicating this throughout school. Staff code of conduct	On-going	Senior Leadership Team	Headteacher/ Governors' Committees
Information sharing	Visitors to the school are clear about Alder Grange School's commitment to treating everyone fairly. Events, Open days and recruitment philosophy represents our values and aims. Marketing materials represent our diversity.	All publicity materials given due regard to: Our aims and values. Open Events, Diversity days and other events are calendared, advertised as widely as possible. Recruitment processes follow our commitment to diversity and equality of opportunity.	On-going	DHa/JG/JL/ LH	Headteacher
Policy	Policies and practices are reviewed regularly to ensure they meet the Equalities legislation and our school's commitment to promote race, disability and gender equality.	Undertake Equality impact assessments of all new policies and policies due for review. 3 year review cycle to include other stakeholders.	On-going	Senior Leadership Team	Governors' Committees
All statutory duties	All students have a greater awareness of our status as a UNICEF Rights Respecting School.	Working with school council to deliver assemblies. Embedding UN Articles into schemes of work and lessons.	On-going	SLG	Headteacher/ Governors' Committees
DDA	Needs of disabled pupils will be fully considered when structuring the curriculum.	Continue to make 'reasonable adjustments' to the school site to further improve access. To include SEND and outside agencies as appropriate. School to have a SEND Offer published on the school website	On-going	KT/JL	Headteacher
All statutory duties	All students achieve in accordance with their targets with no significant gaps in	Effective tracking to identify underachieving students in place and appropriate support strategies to be in	On-going	Senior Leadership	Headteacher

	attainment between identified groups.	place to give support. Additional intervention with disadvantaged, EAL, SEND and CLA pupils		Group	
CC	Sustained involvement by the children in charity work and in political campaigning	To continue to develop partnerships and participation with community groups and charities where appropriate.	On-going	DBi/SH	Headteacher