



Bradshaw Hall Primary School

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Vernon Close,
Cheadle Hulme,
SK8 6AN

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Signed - Head Teacher	
Signed - Chair of Governing Board	
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EQUALITY & DIVERSITY POLICY



Bradshaw Hall Primary School

Equality and Diversity Policy

1. CONTEXT

Background

Bradshaw Hall Primary School is situated in the Cheadle Hulme South Ward of Stockport. The school originally opened as a Primary school in 1965 and then, to accommodate rising numbers, moved to Infant and Junior schools on separate sites in 1973

The two schools amalgamated in April 1999 in response to the national trends in falling rolls. In September 2005 the admission number increased from 38 to 45 following the closure of the neighbouring school and taking Bradshaw Hall School to one and a half form entry.

By October 2005 the school had been extended to include two new classrooms, a Speech and Language Centre and accommodation for a Pre/After School Club. Considerable improvements were made to the external environment extending the opportunities for quality play and learning.

In 2013, Bradshaw Hall grew its intake to 2 form of entry. 60 children per year group due to demand for the school and response to the local authority demand.

Bradshaw Hall is a popular school and around 22% (based on 2018 census July 2019) of the children come from outside the defined catchment area.

The area in which the school is situated is mixed. It has several features of advantage, including a high proportion of privately-owned homes, but also serves an area of lower deprivation. Bradshaw Hall is an attractive, well-resourced school. There are high expectations of children in all areas of school life and the school is well supported by the parents

The school currently has places for 435 children with 431 currently on roll (autumn term). This includes 15 places in the Speech and Language Centre. There are an additional 30 places for children in the Nursery

The school currently supports a number of children with particular needs, including educational learning difficulties - Autistic Spectrum Disorders (inc. Autism & Asperger's) and medical conditions inc. limited mobility, heart condition, Asthma, nut & other allergies & Epilepsy and/or physical difficulties, who have met thresholds to attend main-stream education. Approximately 14% of the pupils have been identified as requiring some level of SEN support, on the register

The ethnic mix in school is largely White-British, although approximately 35% of the children are from a range of backgrounds including Indian, Pakistani, Chinese/Hong Kong Chinese, Japanese, Syrian, Iranian, African, Polish, Iraq and Spanish.

There has been an increase over the last three years in the number of children arriving at school for whom English is their second language

The proportion of children eligible for free school meals is approximately 12.2% (autumn 2022). There is a strong community feel to the school. We run a before school & after school club, use our ICT suite for community groups and facilitate a number of workshops for children and parents.

2. AIMS AND VALUES

Our school ethos states:

Bradshaw Hall Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Bradshaw Hall Primary School, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- advocate British Values through actively challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views as set-out below
- **acknowledge and support protected characteristics in each other**
- **provide a challenging, broad and balanced curriculum**
- provide a secure environment in which all our children can flourish and achieve all five outcomes of *Every Child Matters* (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include, value **and promote** the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan **strategically and** systematically to improve our understanding and promotion of diversity

- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities
- **model behaviours day to day which highlight inclusion and diversity**

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation and impact assessments of all relevant improvement plans, policies and procedures
- publish and share our policies and impact assessments with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others

Promoting British Values

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values are reiterated each year. At Bradshaw Hall these values are reinforced regularly and in the following ways.

Democracy

Each year the children decide upon their class charter/classroom rules and the rights associated with these. All the children contribute to the drawing up of the rules.

Children have many opportunities for their voices to be heard. We have a school council which meets to discuss issues raised in class council meetings. The council has a budget and is able to effect change within the school. Two council members for each year group are voted in by their class.

Similarly, each class votes for their own Eco Warriors to join the main group who meet regularly to support all things ecological.

Each week staff nominate children who have shown particular skills in line with the school's aims and values each receiving a certificate during the 'Commendation Assembly' each Friday.

Children and parents' complete questionnaires with which they are able to put forward their views about the school. Each year we ask the children about staying safe, bullying and improving the playground.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences

when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Golden rules of PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Bradshaw Hall is situated in an area which is culturally diverse, therefore we place an emphasis on promoting and celebrating diversity and similarities with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and philosophy teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Bradshaw Hall we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Bradshaw Hall Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our *Equality and Diversity Policy* is followed

RESPONSIBILITIES

The Governing Board

It is the Governing Board's responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish equality schemes
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinise the recording and reporting procedures at least annually
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Board
- provide information in appropriate, accessible formats
- be involved in dealing with serious breaches of the policy

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with the school's equality and diversity policy;
- produce a report on progress for governors annually

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Board and LA as required.

4. POLICY PLANNING AND REVIEW

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Bradshaw Hall Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed as clear strands within our over-arching improvement plan.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and considered stakeholder views
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. *Achievement and attainment is analysed annually to ensure progress for all groups of children. Attendance data is reviewed annually and strategies put in place to maintain the high standards*
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The school moved to a more reliable and robust system of monitoring using AM7 through SIMS)
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. *(E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity)*
- The data collected is used to inform further school planning, target-setting and decision-making
- The impact of school policies on all aspects of access, admission and exclusion data will be considered

To be read in conjunction with the SEND Policy