

ST. PAUL'S C. E. PRIMARY SCHOOL



**St Paul's C E Primary School
Equality Policy**

EQUALITY POLICY

RATIONALE:

As a church school, we endeavour to ensure that our mission statement, "Living and Learning through Jesus Christ", is evident in all aspects of school life. We aim to provide a high quality education to enable every child to reach their full potential within an inclusive and nurturing Christian community.

INCLUSION:

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

POLICY STATEMENT:

a) As a CE school, and in accordance with our Mission Statement and school values and school ethos we pledge: to respect the equal human rights of all our pupils; to educate them about equality; and to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to: ethnicity; religion or belief; socio-economic background; gender and gender identity; disability; sexual orientation; and age.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to: ethnicity; religion or belief; and socio-economic background.

OBJECTIVES:

i. Teaching, learning and the curriculum: The school recognises and values all forms of achievement. We will monitor and analyse pupil performance termly at Pupil Progress Meetings by ethnicity, gender,

disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support. ii. Equity between groups in school, where appropriate: All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. iii. Engagement with people from different backgrounds, inc. extended services: To increase the understanding and respect for different cultures and religions from their own.

STATUTORY REQUIREMENTS:

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. The accessibility plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and new requirements under Children and Families act 2014 The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

COMMUNITY COHESION:

Our curriculum reflects teaching and learning in order to prepare them for their diverse world, with many culture and beliefs. The proportion of pupils known to be eligible for free school meals is below average and the proportion of disabled pupils is well below average whereas the proportion of those with special educational needs is above average.

RESPONSIBILITIES:

The Governors as a whole are responsible for: drawing up, publishing and implementing the school's equality objectives; making sure the school complies with the relevant equality legislation; making sure the school Equality Scheme and its procedures are followed; monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for: making sure steps are taken to address the school's stated equality objectives; making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them; producing regular information for staff and governors about the plans and how they are working; making sure all staff know their responsibilities and receive training and support in carrying these out; taking appropriate action in cases of harassment and discrimination, including prejudice related incidents; enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents /carers and visitors to the school.

All staff are responsible for: promoting equality and community cohesion in their work; avoiding unlawful discrimination against anyone; fostering good relations between groups; dealing with prejudice-related incidents; being able to recognise and tackle bias and stereotyping; taking up training and learning opportunities.

The child-protection & safeguarding designated personnel are responsible overall for dealing with reports of prejudice related incidents.

Parents are responsible for: supporting the promotion of equal opportunities and good race relations.

Pupils are responsible for: learning and promoting equal opportunities

Visitors and contractors are responsible for following relevant school policy.

STAFF DEVELOPMENT:

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

PUBLICATION & REVIEW:

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the schools website.

The scheme will be kept under regular review.

REPORTING ON PROGRESS & IMPACT:

A report on progress with the actions listed below will be published by the Governors via e.g. website, newsletter etc. at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

HOW WE CONDUCT EQUALITY IMPACT ASSESSMENT:

As a school we carry out rigorous monitoring and analysis of all pupils and their progress termly, and annually so the Head teacher, Senior Leadership & Management Team, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, Senior Leadership & Management Team and subject leaders we are aware of any groups or individuals who are not making at least expected progress. Evidence of this process can be found in hard-copy files kept in the Head teacher's office.

COMPLAINTS PROCEDURE:

In the event of any disputes arising in respect of provision for those children who have additional SEN support, the governors' complaints procedure is available on the school website.

Initially, parents/carers should work with the class teacher to resolve any differences. If they still feel the outcome of this to be unsatisfactory, they should contact a member of the school Senior Leadership & Management Team.

With respect to children on Education Health Care plans, parents/carers may put forward their concerns through the Annual Review. There is a further Appeals procedure through the LA.

REVIEWING THE POLICY:

The policy will be reviewed annually at the start of each academic year by the Governing body in consultation with all stakeholders.

EQUALITY OBJECTIVES-SETTING PROCESS:

Our equality objective-setting process has involved gathering evidence as follows: i. from the monitoring and analysis of pupil progress including the monitoring of all identified groups; ii. from the following data: Raise Online, schools own tracking system, pupil progress meeting and teacher assessment records. SEN and behaviour files; iii. from involving relevant people (including disabled people) from the start in consultation and discussion.

The evidence was then analysed in order to choose objectives that will: i. promote equality of opportunity for members of identified groups; ii. eliminate unlawful discrimination, harassment and victimisation; iii. foster good relations between different groups in terms of: ethnicity; religion or belief; socio-economic background; gender and gender identity; disability; sexual orientation; age.

EQUALITY OBJECTIVES:

To ensure that identified vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress; To raise attainment of Able, Gifted and Talented pupils throughout the school; To improve the outcomes for pupils with Special Educational Needs; To increase the understanding and respect for different cultures and religions from their own; To improve access and make positive reasonable adjustments for disabled pupils and disabled parents of the school.

MONITORING & POLICY REVIEW:

The Equality Scheme will be reviewed at least annually at the end of each academic year by the *Governing Body* in consultation with all stakeholders.

Adopted by the Governing Body:-

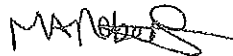
Date

17 May 2017

Headteacher signature
Mrs A E Jackson

A handwritten signature in black ink, appearing to read 'A E Jackson', written over a horizontal line.

Chair of Governors signature
Mr M A Roberts

A handwritten signature in black ink, appearing to read 'M A Roberts', written over a horizontal line.