



Equality Policy and Objectives

St George's C of E Primary School

'Learning for Life'

*We are a caring Christian community
We help and respect each other
We enjoy learning and embrace challenges
We persevere and learn from our mistakes
So we can grow into enthusiastic, confident learners for life.*

Approved by: Resources Committee

Date: 10.02.2020

Next review due by: March 2024

Equality Policy

Introduction

St George's C of E Primary School is an inclusive community where all staff and governors focus on the well-being and progress of every child and where all members of our school community are of equal worth.

The Equality Act 2010 provides a robust framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all members of our school community. It also ensures that we continue to make early identification of issues regarding disadvantage and underachievement of different identified groups.

Our approach to equality is based on the following principles which underpin the values and aims of our school:

1. All learners are of equal value.

Whether or not they have SEN, have a disability, whatever their ethnicity, culture, national origin or national status, whatever their socio-economic situation, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background.

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith. We believe that diversity is a strength, which should be respected and celebrated by all those who learn and teach within our school and those who visit.

3. We foster positive attitudes and relationships.

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging.

We strive to ensure that all members of our school community feel a sense of belonging within the school and wider community, and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff.

We ensure that all related policies and procedures support all employees and potential employees, within all aspects of their work, including with regards to recruitment and promotion and in continuing professional development.

6. We have the highest expectations and aspirations for all our pupils.

We expected that all pupils will make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 (the Act) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race or ethnicity, disability, religion or belief, age, sexual orientation (including lesbian, gay and bisexual people and people who have changed their sex or are in the process of doing so), socio-economic background or pregnancy or maternity.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED).

Public Sector Equality Duty

This requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

All public organisations, including schools, are required to:

- Publish information demonstrating compliance with the PSED
- Publish Equality objectives at least every 4 years which are specific and measurable
- Publish an Accessibility Plan

This policy provides information demonstrating how St George's C of E Primary School complies with the PSED. It contains details on our new objectives. The Accessibility Plan is published in a separate document.

Development of the policy

When developing the policy we took into account the DfE guidance on the Equality Act 2010, the statutory requirements outlined in the EYFS Statutory Framework and also the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We noted that Ofsted has statutory duty to report on the outcomes and provision for pupils who have a disability, those who have special educational needs (SEN) and those who are supported through pupil premium funding. Our analysis of data tracks progress towards closing the attainment gap.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities, in line with the PSED, we ensure that information about our responsibilities under the Equality Act are also included in our Self-Evaluation Summary and the school web site. There are also references in the behaviour, admissions and SEND policies.

What are we doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions, this includes the way we provide a broad and balanced curriculum for all our pupils and the way we provide access for all pupils to the full range of facilities and services.
- We take very seriously our duty to make reasonable adjustments for pupils with a disability and take proactive steps to ensure enhanced access and participation to match the level of non-disabled peers and to prevent children with a disability being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and activities, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt, and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their gender, race, disability, religion or belief.
- Our school policy on behaviour takes full account of our duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with disability.
- We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- A bullying and racism logs exist to record all confirmed cases of bullying or racism.
- A 'Children Causing Concern' log is maintained to facilitate further reflection on equality issues.
- Equality of opportunity is considered at the planning stage of any trip or visit to ensure those with protected characteristics including disabilities are and are not indirectly discriminated against. Adjustments and considerations required are recorded on the risk assessment form.
- We challenge all form of prejudice and prejudice based bullying including:
 - Prejudices around disability and SEN
 - Prejudices around race, religion or belief (for example anti-Semitism and Islamophobia)
 - Prejudices around travellers, migrants, refugees and people seeking asylum
 - Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

What are we doing to advance equality of opportunity between different groups?

- We understand the composition and needs of our school population very well
- We have comprehensive induction and transition arrangements which ensure, working in partnership with parents and carers, we are able to identify pupils who have a disability.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate English and mathematical skills.
- There is a clear distinction between pupils who have English as an additional language and pupils who have identified Special educational Needs and Disability.
- We are aware that the legislation relates mainly to current but also to future pupils.
- We adopt a 'Growth Mindset' approach and avoid language that runs the risk of placing a ceiling on any pupil's achievement.
- We use a range of teaching strategies and materials and ensure that we meet the needs of all pupils.
- We provide effective support to pupils at risk of underachieving.
- We take prompt, positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics. Resources will be directed to take actions such as targeted support to meet individual needs, deployment of additional staff and purchase of specialist equipment recommended by outside agencies
- We are alert to and proactive about the potentially damaging impact of negative language in matters such as race, gender and disability.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- In addition to avoiding or minimising any possible negative impacts of our policies, we take opportunities to maximise positive impact by reducing and removing inequalities and barriers that might already exist between, for example:
 - Those with a disability and those without a disability
 - Girls and boys
 - People of different ethnic, cultural and religious backgrounds
- The Governing Body closely monitor the schools implementation of the Equality and Accessibility Policies and our compliance with the PSED.

What are we doing to foster good relations?

- We prepare our pupils for life in a modern, diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, E-safety, sport and citizenship and in learning about British Values and the rule of law.
- We use resources and materials that reflect the diversity of the school, local community and general population in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values rooted in compassion and that challenges prejudice based on discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history that promote positive images of people.
- Early Years staff and the Inclusion Leader engage with local pre-school settings to ease transition for children with protected characteristics. Year 6 staff and the Inclusion Leader work closely with feeder secondary schools.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, collective worship, visitors and whole school events.
- Protected characteristics are listed on risk assessment forms to promote equal and safe access to the curriculum – reasonable adjustments are made where necessary.

Other ways we address equality issues

- We maintain records of all training related to Equality Issues
- We routinely seek the views of our community through parent questionnaires
- We conduct staff well-being surveys and analyse the results
- We review feedback from pupils and groups of pupils through the school council, pupil conferencing and PSHE lessons
- We share responses and feedback at Governing Body meetings
- We maintain positive contacts with those who provide services such as adapted wheelchairs, taxi transport and After School Care providers

Roles & Responsibilities

The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. There is a named governor responsible for Equalities. Every governing body committee keeps aspects of the school's commitment

to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

The **Headteacher** is responsible for:

- Investigating reports of prejudice related incidents
- Ensuring steps are taken to address the school's stated equality objectives
- Ensuring the equality and access plans are readily available and that governors, staff, pupils and their parents / carers know about them.
- Producing regular information for staff and governors about the plans and how they are progressing, for example, through the Head's report at full governing body meetings.

- Ensuring that all staff know their responsibilities and receive information and support in carrying these out; for example, in the staff handbook and access to policies on the shared server.
- Ensuring that the appropriate action is taken in cases of harassment and discrimination, including prejudice related incidents
- Anticipating and 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 an inclusive and collaborative ethos in their classroom
- Maintaining the highest expectations and aspirations for the success of all pupils
- Avoiding unlawful discrimination against anyone and challenging prejudice and discrimination
- Planning and delivering a curriculum and sequences of lessons that foster good relations between groups
- Supporting different groups of pupils in their class through differentiated planning and teaching
- Dealing fairly and professionally with prejudice-related incidents
- Recognising and tackling bias and stereotyping
- Accessing training and learning opportunities to keep them up to date with equalities legislation relevant to their work
- Report all racist incidents to the DSL or DDSL.

Visitors to the school (including parents, carers and contractors) are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles relating to staff and the monitoring and active promotion of equality in all aspects of staffing and employment.

- Staffing appointments and promotions are made on the basis of merit and ability in compliance with the law.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our

- employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
 - We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development.

Disseminating the policy

This information demonstrating compliance with the PSED fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school and governors publish it by making it available as a paper document on request and electronically on the school website.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. In line with legislation, the objectives will be re-published formally, at least every 4 years.

Spring 2020

Equality objectives

Objective 1: To encourage pupils to value difference and diversity

Why we have chosen this objective: We are a fairly monocultural school and have a responsibility to ensure children are aware of, and accepting of, different cultures, lifestyles and beliefs.

To achieve this objective we plan to:

- Ensure our Collective Worship programme addresses current issues, both national and worldwide
- Organise for external speakers to raise awareness of different groups
- Revisit our RE/PSHE schemes of work to ensure they reflect the diversity of the modern world

Objective 2: To narrow the gap in Writing attainment between boys and girls.

Why we have chosen this objective: Internal tracking data indicates that, in almost every year group, girls outperform boys in writing.

To achieve this objective we plan to:

- Hold staff INSET to consider the issue and to review and evaluate current curriculum offering
- Plan for motivating and engaging contexts for writing so that writing has a purpose
- Introduce innovative strategies for editing writing to engage all pupils in the process

Objective 3: To ensure disadvantaged pupils make at least the same progress as their non-disadvantaged peers

Why we have chosen this objective: KS2 data indicates that PPG pupils have not, historically, made as good progress as their non-PPG peers

To achieve this objective we plan to:

- Carefully plan provision for PPG children, including quality first teaching and appropriate interventions
- Regularly monitor the work and progress of PPG children
- Report regularly to governors about financial allocations and their impact