

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



Equality Policy 2018

St Paul's Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our school community are of equal value.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and potential underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Our approach to equality is based on the following key principles:

1. All learners are of equal value

This includes those that are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. Recognising, respecting and valuing difference and understanding diversity

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

3. Fostering positive attitudes and relationships

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

4. Fostering a shared sense of cohesion and belonging

We want all members of our school community to 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. Observing good equalities practice for our staff

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. Having the highest expectations of all our children

We expect that all pupils can make good progress and achieve to their highest potential

7. Working to raise standards for all pupils, but especially for the most vulnerable

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

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensuring that staff have access to appropriate training and resources
- The headteacher will:
 - Promote knowledge and understanding of the equality objectives among staff and pupils
 - Monitor success in achieving the objectives and report back to governors
 - identify any staff training needs, and deliver training as necessary
- Teaching staff will:
 - Design and deliver an inclusive curriculum
 - Record, report and respond appropriately to prejudice related incidents

All school staff are expected to have regard to this document, record, report and respond appropriately to prejudice related incidents and work to achieve the objectives. This links with our Safeguarding policy and recording process on Cpoms

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies/class discussions dealing with relevant issues. Pupils will be encouraged to take a lead in such activities and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to contribute to our curriculum, organising activities in the community and supporting local charities.

Equality Objectives

Our equalities objectives are as follows:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 2: To promote positive mental health through high quality PHSE, strong pastoral provision and good links with families

Objective 3: To increase awareness and understanding of gender equality in all areas of school life

Equality Objective One	
To regularly monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	
Intended Outcome	Monitoring
All pupils have equal access to the curriculum. All children regardless of their race, gender and disability are supported in their learning.	Data Analysis (target tracker) Subject leader monitoring
Actions	
<ul style="list-style-type: none">• To ensure that the curriculum is relevant to the whole school population• To build upon the existing programme of events, trips and visitors (cultural capital)• Staff to receive appropriate training to support children with specific needs• Where necessary children with specific needs are to have a care plan and risk assessment in place• Ensure that the physical environment meets the needs of all pupils.• Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place	

Equality Objective Two	
To promote positive mental health through high quality PHSE, strong pastoral provision and good links with families	
Intended Outcome	Monitoring
The curriculum and wider school life provide a wide range of cultural capital opportunities relating to the promotion and development of positive mental health. All children regardless of their race, gender and disability are supported.	Evidence collected throughout the year Pupil voice evidence
Actions	
<ul style="list-style-type: none"> • A wide range of activities and opportunities to be offered to all children • Inclusion lead and DSL's to provide early help and signposting to agencies that can offer support • Parent workshops/events to be planned and organised • Analyse referrals, address recurring themes • Staff continue to build relationships and engagement with parent/carers 	

Equality Objective Three	
To increase awareness and understanding of gender equality in all areas of school life	
Intended Outcome	Monitoring
Curriculum provision is gender neutral and careful thought is given to the selection of tasks and resources Children are respectful of one another regardless of gender	Data Analysis (target tracker) Subject leader monitoring Pupil voice (school council, pupil questionnaires)
Actions	
<ul style="list-style-type: none"> • To train all staff in the use of gender-neutral language • All incidents of sexual harassment investigated and recorded (zero tolerance, comments/behaviours challenged and different approaches explored) • Review curriculum resources and replace/purchase where necessary • Pupil data to be evaluated to ensure boys are achieving and attaining in line with girls. Where this is not the case, interventions are to be put in place 	

Our Equalities objectives are evaluated yearly by SLT and Governors. Review March 2023

(equality objectives published every 4 years but reviewed annually)

