



St Peter's C of E Primary School Equality Policy and Plan

May 2021 – 2022

Our Vision:

***'For the children to realise their God-given gifts and talents, and grow following the example of Jesus.'
Matthew 19:26- But Jesus looked at them and said,
"With man this is impossible but with God all things are possible"***

Equality Policy

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1. Mission statement

At St Peter's C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At St Peter's C of E Primary School we challenge discrimination by positively promoting equality; challenging bullying and stereotypes; and creating an environment which champions respect for all.

At St Peter's C of E Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At St Peter's C of E Primary School, progress, attainment, attendance and exclusions are evaluated to ensure consistency in performance, trends (improvement or decline) are identified. Where there are differences in performance between groups, the headteacher and Senior Leadership Team (SLT) make sure targeted support is in place to ensure disadvantaged pupils close the gap on their peers.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by monitoring progress of disadvantaged groups and actioning any gaps. Disadvantaged groups include: Disadvantaged Children, Looked After Children, Children of Service Personnel and Children with a Special Educational Need and/or a Disability
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community, including race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.

- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, disability, gender, religion or belief, sexual orientation or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Peter's C of E Primary School.

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

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we work to eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

The Equality Duty is considered when appointing staff, allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures to ensure decisions are free from discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

The Equality Act (2010) was introduced to promote equality and ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Act defines the protected characteristics as follows:

- Age

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and maternity
- Religion and belief
- Sexual orientation
- Transgender
- Marriage and Civil Partnership

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

The action plan at the end of this Equality Policy outlines the actions St Peter's C of E Primary School will take to meet the duties and intent of the legislation.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the Pupil School Council, Relationships and Sex Education (RSE) and health education, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress during 'One Plan' meetings, mentoring and support;
- Feedback at Governing body meetings; and
- Feedback from the school's Health and Wellbeing Group (HWBG).

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to all pupils, and responsive to their needs based on race, disability, gender, faith or religion, sexual orientation or socio-economic background.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any of the protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's race, disability, gender, faith or religion, sexual orientation or socio-economic background.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, religion, gender, sexual orientation, disability or socio-economic background.

The role of the headteacher (or senior leader responsible for Equalities)

It is the headteacher's role to implement the school's Equality Plan objectives and s/he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Policy, and Equality Plan and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender, disability and challenges stereotypical images.

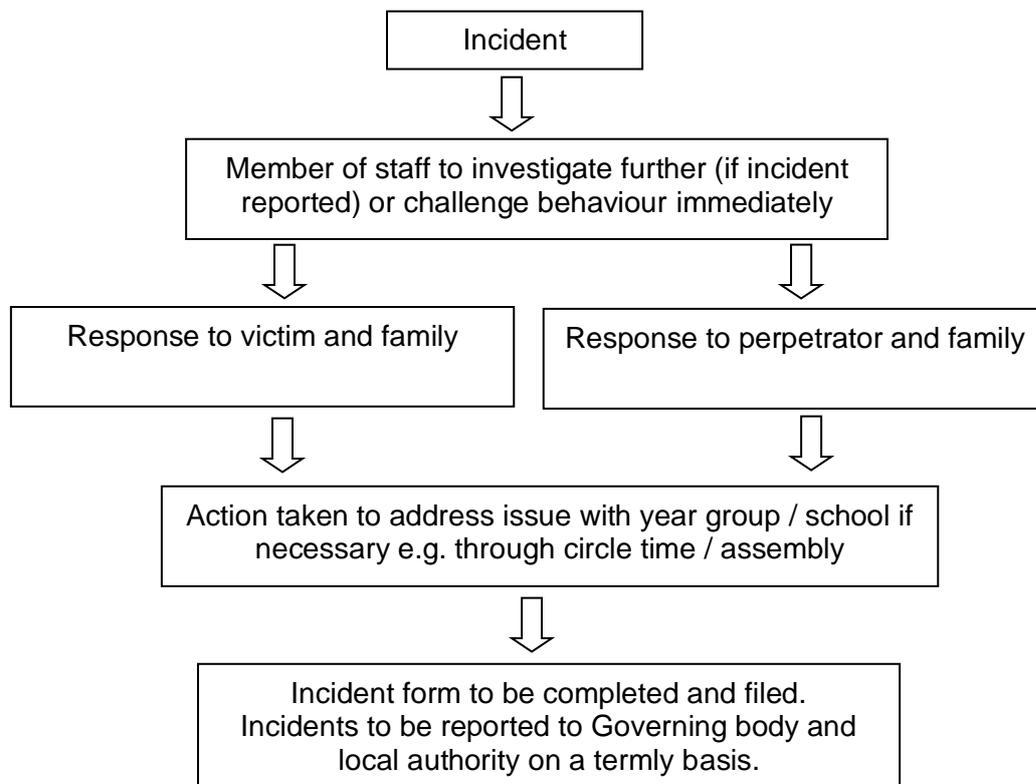
All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

At St Peters we adhere to the following procedures for responding and reporting any incidents



7. Review of progress and impact

This policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire policy and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by disadvantaged groups to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8. Publishing the Plan

We will:

- Publish the Equality Plan in the School Development Plan and on the school's website;
- Raise awareness of the plan through the school newsletter, Worship, staff meetings and other communications; and
- Make sure hard copies are available on request.

Signed:

Date: May 2021

10. ACTION PLAN

Equality Action Plan 2021-22

Objectives	Success Criteria	How will it be achieved?	Who will be involved?	Cost	When will it take place?	Monitoring
The outcomes of pupils at the school						
All pupils continue to have equal access to learning	<ul style="list-style-type: none"> Potential barriers to learning identified and removed Lessons are stimulating and engaging Different learning styles planned and catered for All children make good rates of progress 	<ul style="list-style-type: none"> All staff are aware of potential barriers to learning SENCO to source resources and advice from external agencies when necessary 	All	Part of SEN budget	Ongoing	SENCO SLT
To ensure disadvantaged children reach ARE	<ul style="list-style-type: none"> All disadvantaged children to make expected progress and ARE by Year 6. 	<ul style="list-style-type: none"> Children targeted by class teacher and closely monitored during class assessments. Tracking grid closely monitored Progress meeting with HT. Interventions in place to support or to exceed expectations. 	All staff	N/a	On going	SLT Subject leader SENCO
The quality of teaching, learning and assessment in the school						
Teaching of <u>all</u> pupils is never less than good	<ul style="list-style-type: none"> Teaching is never less than good and a high proportion outstanding Lessons are stimulating and engaging The children know the next step they have to take in order to achieve. 	Resources ordered and used by staff to aid pupil's learning CPD schedule in place for groups and Individuals	All staff	Part of monitoring budget	Ongoing	SLT Governors
The quality of leadership in and management of the school						

10. ACTION PLAN

Pupil achievement is monitored and analysed by ethnicity, gender and category of need	<ul style="list-style-type: none"> • Analysis of teacher assessments and annual data • Appropriate interventions implemented • Governors informed of any trends or patterns 	SENCO to analyse data in relation to ethnicity and category of need. From this relevant actions will be put in place to address any issues.	All	SENCO	Termly	SLT Governors
Disadvantaged pupils close the gap on their peers	<ul style="list-style-type: none"> • Targetted support following rigorous tracking • Mentoring for individual pupils 	Individual pupil data and intervention sheets Tracking of individual pupils by SENCO and SLT	All staff	Interventions run by LSAs and SENCO 1:1 tuition	Termly	SLT Governors
Personal development, behaviour and welfare						
All pupils' feel safe at school	<ul style="list-style-type: none"> • Pupils feel safe and happy in school • Staff aware of pupils who are not and put measures in place to rectify 	Safety perception survey carried out and low scoring children passed onto the SENCO.	Pupils Governors PHSE lead SENCO	N/A	Ongoing	SENCO Governor responsible for safe guarding
Behaviour policy/procedures are followed consistently by all staff.	<ul style="list-style-type: none"> • Clear behaviour policy in place and displayed on website • Staff trained so there continues to be a consistent approach 	All classrooms have traffic light system with clear consequences for good and inappropriate behavior All staff working in the school follow the behavior policy	All staff	N/A	Ongoing	HT- nominated person SENCO

