

ST. PETER'S C.E. PRIMARY SCHOOL, HESWALL, WIRRAL

EQUALITY POLICY

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1. Policy statement

As a matter of Christian principle and in accordance with our foundation, we will:

- respect the equal human rights of all our pupils;
- educate them about equality;
- respect the equal rights of our staff and other members of the school community.

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, gender, disability, religion or belief, or socio-economic background or any protected characteristics. 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.

The achievement of pupils will be monitored by race, gender, socio – economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

2. School Practice

The attached appendix contains details of current school practice in:

- Pupils' attainment and progress
- The quality of provision – Teaching and Learning
- The quality of provision – The curriculum
- The quality of provision – Guidance and Support
- Behaviour and Attendance
- Partnership with pupils, parents, carers and the wider community
- Leadership and Management
- Linguistic Diversity

3. Statutory requirements

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

In relation to this act our duties require us to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it.
- Foster good relations across all characteristics and between those who share a characteristic and those who do not share it.

The access plan addresses our duty under the Special Educational Needs and Disability Act 2014.

4. Responsibilities

Our headteacher and Governing Body 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

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality policy and access plans are readily available and that the governors, staff, pupils and their parents 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 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 pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

Visitors and contractors are responsible for following relevant school policy.

5. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;

- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation (or any protected characteristic)
- Discriminatory comments in the course of discussion;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

6. Review of progress and impact

In line with legislative requirements, we will review progress against our Equality Policy and Plan annually and review the entire 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 race, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

How we conduct equality impact assessment

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider any potential impact in terms of:

- race
- religion or belief
- socio-economic background
- gender and gender identity/ reassignment
- pregnancy and maternity
- disability
- sexual orientation
- age.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, collective worship, staff meetings and other communications
- Make sure hard copies are available.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed above,
- ii. from the following data
- iii.
 - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
 - Attainment and progress data for all groups of pupils
 - Attendance Data for all groups of pupil
- iv. from discussion with pupils, parents, governors and community users.

APPENDIX

Pupils' attainment and progress

St. Peter's CE Primary School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by race, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by race, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure their inclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all pupils.

The quality of provision – guidance and support

We actively promote good personal and community relations within the school.

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.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At St. Peter's exclusions are extremely rare but are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and use various strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The school's premises and facilities are in the process of being equally available and accessible for use by all groups within the community, with the initial building of an external lift and internal chair lift enabling those in the community with a disability, to gain access to the school office and ground floor rooms of St. Peter's

Leadership and Management

The school works with the LA and Diocese to ensure that our school's admission process is fair and equitable to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions meetings.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties, Diocesan and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic children; displays to be positioned at eye level, etc.

Linguistic Diversity

At St. Peter's a very small number of children speak languages other than English. However we welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are encouraged to use their home language in school

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

Signed by the Chair of Governors:

Date Ratified by the Governing Body : 29th September 2014

Date of Review:

September 2018

Check list for school staff and governors

- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions? Is this information used to inform the policies, plans and strategies, lessons, additional support and activities the school provides?
- ☒ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?