



St Jude & St Paul's
Church of England Primary School

Equality Policy and Objectives

Date: Autumn 2023

Lead: Headteacher

Review: Updated annually; reviewed every 4 years (to be reviewed Autumn 2024)

Our School Vision

'Shine, Encourage, Love and Learn'

Jesus said, "You are the light of the world...let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (MATTHEW 5: 14-16)

We aspire to **shine** as lights in the world as we journey together. We ask for God's **blessing** to:

- **Encourage**, through valuing and celebrating diversity;
- **Love**, so that we may flourish as one, nurturing the unique contributions of all, impacting positively on our world;
- **Learn**, so that we develop a love of learning, aiming for excellence in all we do.

Our core values: Forgiveness, Love, Encouragement, Wisdom and Togetherness

Introduction

St Jude & St Paul's is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 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 underachievement of different groups to enable all to flourish and to *shine as lights in the world by encouraging, loving and learning together*.

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.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

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 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. 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 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. We observe 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. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work 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.

Purpose of the policy

The Equality Act 2010 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, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and, although they are not part of the school provisions related to pupils directly, they are indirectly addressed in other policies and areas of provision and in policies related to adults.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general 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

Two “specific duties”

This requires all public organisations, including schools to:

- I. Publish information to show compliance with the Equality Duty

2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix I is a checklist of key equality considerations

Development of the policy

This policy was developed as part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework updated in 2018, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included, where relevant, in our school development plan and self-evaluation review and on our school website.

This policy should be read alongside our Behaviour and Anti-Bullying Policies, SEND policy, our teaching and learning guidelines, Assessment, Accessibility and Admission policies.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in the guidelines for recruitment and dealing with staff published by both the Local Authority and London Diocesan Board for Schools.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children 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 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 today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- 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 in line with statutory guidance.

Behaviour, Exclusions and Attendance

The school Behaviour and Anti-Bullying Policies takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a 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.

There is guidance in the Positive Behaviour and Anti-Bullying Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

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

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions process.
- 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.
- We collect and analyse data:
 - on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a 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 different areas of the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based 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 and that promote positive images of people
- 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, visitors and whole school events.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parent- teacher meetings
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children
- analyse issues raised in Annual Reviews and Support Plan meetings
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's committees.

Publishing Equality Objectives

Objective 1: 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.

Why we have chosen this objective: We are a diverse, multi-cultural school. Pupils on our SEND register make up 20% of the school population.

To achieve this objective we plan to:

Analyse pupil assessment data by race, gender and disability. Implement initiatives and support where needed to improve pupil progress.

Progress we are making towards this objective summer 2023: We continue to analyse data and identify possible next steps for individual and groups of learners in order for all to make the best possible progress. For example, having anal school has made use of external organisations, resources and training to support the teaching and learning and progress of pupils with SEND and targeted reading interventions to improve the reading fluency of EAL pupils.

Objective 2: Ensure that the curriculum reflects the school's diversity.

Why we have chosen this objective: We are currently reviewing our curriculum to improve pupil engagement in learning and ensure it reflects the diversity of the school population.

To achieve this objective we plan to:

Analyse our core and foundation curriculum, e.g. in text choices & topics for learning to ensure it reflects the schools diversity, engages pupils and allows all to achieve.

Progress we are making towards this objective summer 2023: We continue to review our curriculum to ensure that diversity is reflected in our curriculum. The cultural identity project was highly successful: Pupil feedback was positive, engagement was high and high quality work was produced by pupils.

Objective 3: Improve staff confidence in identifying and responding to any incidences of discriminatory behaviour.

Why we have chosen this objective: We want to ensure that our school culture and ethos is one that reflects the importance of feeling safe, and being part of an inclusive and supportive community.

To achieve this objective we plan to:

Review our school's behaviour and anti-bullying policies so that it remains positive, is in line with the school's values, acknowledges all protected characteristics and creates a talking culture in our school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with.

Progress we are making towards this objective summer 2023: The school completed two years of trauma informed practice training. As a result, staff have reported greater confidence in managing unacceptable behaviours and making a plan with children so that children learn from and future unacceptable behaviour is discouraged and challenged by all.

Objective 4: Staff and Pupils are able to demonstrate an increased awareness of diversity and respect for differences.

Why we have chosen this objective: We value and promote diversity and aim to ensure a greater understanding, respect for and celebration of differences.

To achieve this objective we plan to:

Build an understanding about difference by teaching and incorporating it into all school life through the formal and wider curriculum.

Progress we are making towards this objective summer 2023: Through the school's formal and wider curriculum, children have opportunities better understand, respect and celebrate difference. For example, stereotypes are explored through English texts and PSHE. Understanding difference and fairness is explored through circle times, class discussions and weeks such as Autism Awareness.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

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.

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. Ensure that the equality information and objectives are reviewed and updated at least once every four years

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities 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.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- 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. As a Church of England School we expect all staff members to support the Christian ethos and vision of our school and to attend Christian worship – this is made clear during the recruitment process.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Monitoring arrangements

Details of how the school complies with the public sector equality duty and progress towards the school's equality objectives we publish will be updated annually.

The school's equality objectives will be updated at least once every 4 years

APPENDIX ONE

School staff and Governors should be periodically ensuring that each of these actions take place:

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes summary equalities information about the school population
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- The head teacher has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that regular visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in events and activities to raise awareness of issues around race, disability and gender
- The Equality Plan includes our Accessibility Plan which sets out how we are making our school increasingly accessible to all pupils, staff and visitors
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled