



SINGLE EQUALITY POLICY

Policy reviewed: July 2016

Policy to be reviewed: July 2019

Signed: Louise Clark

Chair of Staffing & Curriculum

Statement of intent:

At St. Peter's Primary School we believe in equality of opportunity. We will follow the existing equality legislation (The Equality Act 2010) that now extends protection from discrimination in nine areas: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will eliminate unlawful discrimination, advance equality of opportunity and foster good relations for children, staff, mothers, fathers, carers, and all others who use the school facilities.

We will meet diverse needs and advance equality by:

- Having a whole-school Inclusion policy and following it in practice.
- Having an Accessibility Plan – aimed at reducing barriers to achievement by making reasonable adjustments for children and adults who are disabled and/or have special educational needs; improving the physical environment to enable disabled children/all other users of the school to take advantage of education, facilities and services provided; improving the availability of accessible information to disabled pupils, staff, mothers, fathers and carers.
- Having a Behaviour Management and Anti-Bullying policy and following it in practice
- Securing and maintaining outstanding teaching, learning and assessment for all children.
- Closing the gap in achievement between different groups and national standards by:
 - Knowing about the relative attainment of different groups of children including those entitled to Pupil Premium, through monitoring, tracking and analysing information and data.
 - carefully focusing interventions
 - showing evidence of impact of these interventions and using that evidence to plan the next steps
 - identifying groups of children at risk of underachieving
- Building a cohesive school community where children and adults can thrive.

- Showing compliance with the public sector equality duty, reviewing annually, and including at least one equality objective every four years.

Responsibilities:

Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation
- Ensuring that the school Equality Policy and its procedures are followed
- Ensure that the policy is reviewed annually

The Headteacher and Leadership Team are responsible for:

- Ensuring that the school Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed annually
- Ensuring that at least one equality objective is published in an Equality Action Plan
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination against all members of the school community to investigate **all** incidents of bullying.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents;
- Recognising and challenging bias and stereotyping;
- Promoting equal opportunities and good race relations;
- Taking up training opportunities and evaluating the impact of this training.

Staff, Parents / Carers and Pupils will be aware of the Equalities Policy, understand and comply with the school's expectation in relation to the equalities duties.

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

Admissions Procedures:

In our admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation.

The Curriculum:

We aim to make our curriculum full and challenging. (Ref: Curriculum framework). We will audit resources to eliminate stereotypical images and ensure a variety of resources (including staff and parents) are used, and activities are planned to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community (see below for further details).

We aim to meet the needs of all pupils by differentiated planning and practice in the classroom and in the school as a whole.

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language, with guidance from the central EMTAS service. Ref: Provision Map, Target Tracker.

All pupils have an entitlement to full access to the curriculum and are encouraged to develop skills and knowledge in all areas.

Wherever possible, work is differentiated to match the needs of all children and appropriate teaching methods are used to extend and support learning across the full range of ability.

All pupils have access to the teacher's time and attention as appropriate to their needs, bearing in mind the needs of other pupils.

All pupils have equal access to resources. Where resources are scarce their use is monitored and the situation managed to ensure equal access for all.

Current and prospective curriculum materials are monitored to ensure that they do not promote stereotypes or sexist language and images. When considering new resources we are aware of the need to promote positive images of diverse life styles, cultures and beliefs.

(See Learning & Teaching Policy)

Rewards and Sanctions:

Rewards and sanctions are applied irrespective of gender and race. A high standard of behaviour is expected for all pupils.

Rewards and sanctions are applied consistently, in line with agreed school practices.

(See Behaviour Policy.)

Multicultural Education:

We recognise that we live in a multicultural society. Many cultures and languages are represented in our community, whether or not we have children from different ethnic groups in our classes. We believe that there is a need for children to become aware of the diverse cultures in our society as well as aspects of more distant human communities.

We believe that:

- Multicultural education is an entitlement and should be available for all children.
- Multicultural education seeks to improve the quality of life of young people by enhancing personal identity, developing responsible moral behaviour and a knowledge and understanding of the diverse cultural tradition represented in our society.
- Multicultural education is not a separate subject, but should permeate every area of the curriculum.

(See Race Equality Policy)

Traveller Children:

The term '*traveller*' is used to describe children whose regular attendance at school is made more difficult by reason of their cultural characteristics and a way of life, which differs markedly from that of the major community.

We are sensitive to the different cultural background of traveller children and recognise that they should have equality of opportunity and be fully integrated into the life and work of the school. Traveller children may receive support through the Traveller Education Support Team (*TES*), which is funded directly through the DfE.

Gender Equality:

We are aware of the effect we as a school can have on a child's development through gender stereotyping. We aim to monitor and evaluate gender equality in the classroom.

Special Educational Needs and Disabilities (SEND):

Our aim at St. Peter's is to recognise and provide for the needs of all children - giving them equal opportunity within our school.

To achieve this aim we:

- Encourage children with SEN to participate in all classroom activities.
- Boost the self-esteem of children with SEN.
- Foster understanding of SEN within the school.
- As an inclusive school, welcome anyone with SEN into the school.
- Be aware that some children with SEN will need special provision and make every effort to provide it.
- Make sure that we have books, toys, equipment and general resources that reflect SEN in the community.
- Be knowledgeable about the special needs of any child in our care.

(See SEN Policy, Disability Equality Scheme/Accessibility Plan)

Ethnic Monitoring:

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity. We use ethnic data to monitor pupils' attainment and progress and to set targets. We provide data on language stages for our EAL pupils in line with requirements from the central EMTAS service. (Ref: Provision Map, Target Tracker)

Breaches of the Policy:

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The leadership team has responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils. The headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

Reviewing and Monitoring the Policy:

The policy will be reviewed annually alongside the equalities action plan.

Publication of the Policy and Consultation and Feedback to Parents and Carers:

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request

When necessary, consultation may be undertaken with mothers, fathers and carers via PTA meetings and questionnaires. Feedback from the audit and review of the policy and any mother/father/carer consultation will be given via the school website and letters home.

Conclusion:

Equality of opportunity is a fundamental principle of our school. We are an open community, aware of our responsibilities and conscious of the need to ensure that these principles influence all policies and practices at St. Peter's.