

Equality Policy and Plan

1. Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for St Matthews CE Primary School.

We are a school where everyone can shine.

2. Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Matthews, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

3. Monitoring and Review

The staff members responsible for coordinating the monitoring and evaluation are Thomas Johnson, Peter Langridge and Stacey Cavanagh. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard; Working closely with the governor responsible for this area who is: Alison Randal
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

4. Policy Commitments

a) Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

b) Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

c) Promoting Equality: The ethos and culture of the school

- At St Matthews, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

At St Matthews, we aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome.

5. Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

a) The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

b) The Headteacher and Senior Leadership team has responsibility for:

- ☐In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact
- ☐Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

c) All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

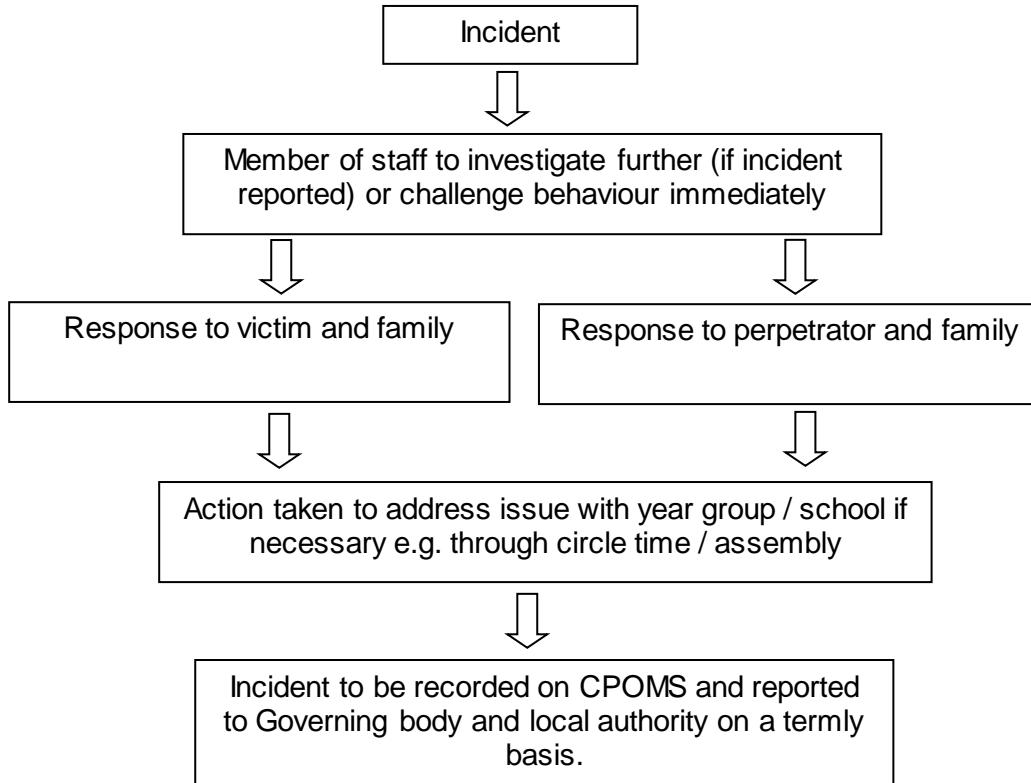
6. Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, 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;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- 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.

7. 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.



- Defuse any situation and bring victim and perpetrator in to determine the exact details.
- Make written notes on the children's comments, writing down exact words quoted by the children.
- Gather any witness to the incident and speak to them individually and not in front of other pupils.
- Give the victim and perpetrator chance to add/change the information they have given to date.
- Refer to the class teacher and Headteacher to speak with pupils concerned.
- The classteacher / Headtaecher will contact both sets of parents to inform them of the incident, how it has been dealt with and to inform them of any sanctions enforced.
- The headteacher will the incident on CPOMS
- On a termly basis the Headteacher will transfer any Discrimination-Related incidents from the school's file onto Trafford Reporting Returns Form.

7. Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action.

8. Monitoring the Equality Policy

The school will monitor the impact of this policy and action plans on pupils, parents and staff from different groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment, we will collect information about pupils' performance and progress, by gender, disability and ethnic group and analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- exclusion
- harassment and bullying
- curriculum, teaching and learning (including language and cultural needs)
- behaviour policy
- parental involvement

Monitoring information will help us to:

- highlight any differences between pupils from different groups.
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups.
- Take action to make improvements.

8. Review of progress and impact

The SIP 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 SIP annually and review the entire 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 ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish an Equality Scheme we will:

- Raise awareness of the plan through the website, prospectus, school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.