

# St Matthew's CE Primary School

## Equality Information and Objectives Policy



ST MATTHEW'S  
CE PRIMARY SCHOOL

<b>Created by:</b>	P Langridge	<b>Date:</b> March 2021
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<b>Approved by:</b>	Full Governing Body	<b>Date:</b> March 2025
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<b>Last reviewed on:</b>	March 2025 - S Lynton
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<b>Next review due by:</b>	March 2028
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## Statement of intent

St Matthew's recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce. It outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers that 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.

We are a school where **everyone** can shine.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Policy
- Equal Opportunities Policy
- Curriculum
- Anti-Bullying Agreement
- Positive Relationships and Behaviour Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equality and Diversity in Employment Policy Statement.

## **1. Principles and aims**

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages that people may face in relation to any protected characteristic.

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

## **2. Roles and responsibilities**

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidents of bullying or harassment, whether to themselves or to others, to members of the SLT or to another member of senior staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

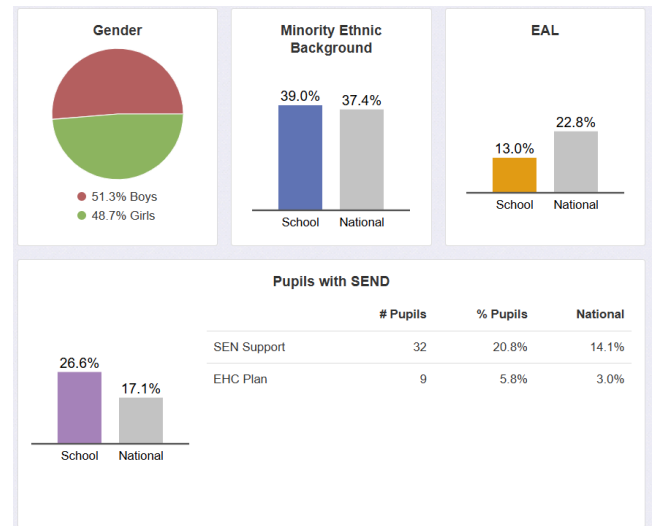
The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

### 3. Equality Information

At the time of writing this policy, the school has 164 pupils on roll, including 10 pupils in our school Nursery.

Using the school's Insight Data Collection, the following information was available:

Ethnicities		
	# Pupils	% Pupils
White - British	94	61.0%
Any Other Asian Background	14	9.1%
White and Black Caribbean	8	5.2%
ABRI	6	3.9%
Black - African	5	3.2%
Any Other Black Background	4	2.6%
Any Other Mixed Background	4	2.6%
Pakistani	4	2.6%
Any Other White Background	3	1.9%
White and Black African	3	1.9%
Any Other Ethnic Group	2	1.3%
Indian	2	1.3%
White and Asian	2	1.3%
Black Caribbean	1	0.6%
Chinese	1	0.6%
REFU	1	0.6%



The percentage figures for ethnicity are largely in line with 2021 census [data](#) for 'Stretford' ward.

No Information was available on the following protected characteristics:

- **Gender Reassignment:** The school did not have any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity:** The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked.

The school will continue to seek further support and guidance on how and when to monitor this information and how to use this data sensitively if collected.



## 4. Equality objectives 2024-2027

The school is committed to promoting the welfare and equality of all of its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives to focus on for the next four years:

- **PROMOTING EQUALITY – ACHIEVEMENT:** To stop and reverse the gender gap in KS2 writing outcomes so that the progress and attainment of boys in KS2 writing is in line with girls.
- **PROMOTING EQUALITY – CURRICULUM:** To weave equality and diversity through St Matthew's 'Shine Curriculum' so that all pupils are able to celebrate difference and diversity using our Peace Mala Values and Rights and Respecting Charters as a means of focus.
- **PROMOTING EQUALITY – ACHIEVEMENT:** Improve the quality of assessment and support for pupils in all vulnerable groups in the classroom to lead to improved outcomes at the end of each Key Stage by making all staff aware of who their 'spotlight children' are.
- **PROMOTING EQUALITY - COUNTERING AND CHALLENGING HARASSMENT AND BULLYING:** Revisit and review the school's Anti-Bullying Agreement to ensure bullying is dealt with swiftly and, at all stages, in partnership with children and parents.

The school will update all published equality documentation annually and will publish its objectives at least every four years.

## 5. Collecting and using information

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals

- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.

Any personal data the school collects will be processed in accordance with the Data Protection Policy.

## 6. Publishing information

The school will publish information to demonstrate its compliance with the Act.

The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures

The school is not required to publish information relating to employees due to the number of staff employed by St Matthew's.

St Matthew's will not publish information about pupils where this could lead to individuals being identified.

St Matthew's will not publish information it does not have, and is not reasonably practicable for the school to obtain the information.

The school will publish findings in their annual report.

## 7. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

### 7.1.1. Curriculum

- 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;
- To create opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values of Peace Mala and Rights and Respecting School that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
  - The use of event days to celebrate and raise awareness of the rich cultural diversity of Greater Manchester, using our Peace Mala and Rights and Respecting as a means of delivering the curriculum.
  - The use of images and materials that positively reflect a range of cultures, identities and lifestyles.

- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Throughout the year, the school will plan ongoing events iwith our FAF (Friends and Families of St Matthew's) to raise awareness of equality and diversity in Stretford and beyond.

#### 7.1.2. Achievement

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation.
- 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;
- Work will be designed to meet the abilities of all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

#### 7.1.3. 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;
- Leaders will share their expertise in supporting young people who have experienced trauma and attachment to reach their full potential, using Belong and Think Equal to develop teaching and learning practice;
- Leaders will promote our Christian Values, using materials from Valuing All God's Children Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying Second Edition Updated Summer 2019
- 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/carers) 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;
- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school will ensure there is adequate access to the physical environment of the school;
- The school will seek the views of advisory staff, outside agencies and local schools.

#### 7.1.4. 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.

#### 7.1.5. 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;

- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced;
- The school regularly reports to Governors the number of prejudice related incidents recorded in the school.

#### 7.1.6. Partnerships with Parents/Carers and the Wider Community

- The school takes action to ensure all parents/carers are encouraged to participate in the life of the school;
- We ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- We encourage members of the local community to join in academy activities and celebrations;
- St Matthew's ensures that parents/carers of newly arrived pupils are made to feel welcome.

Equality objectives will be published at least every four years commencing on the date of the last publication.

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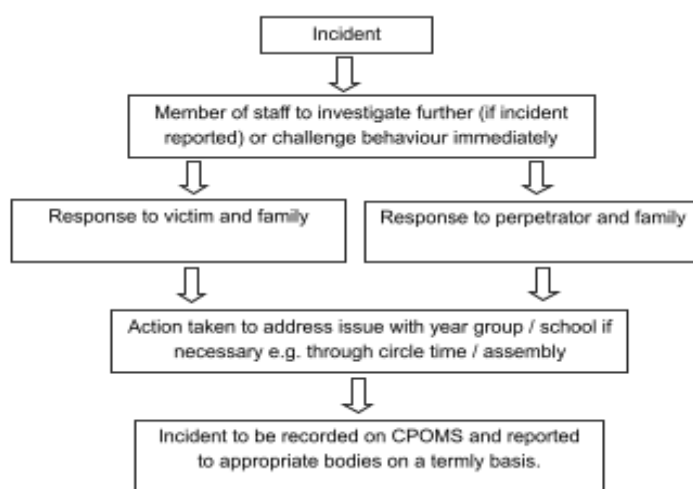
Bullying and prejudice will be carefully monitored and dealt with accordingly.

Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## 8. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

Flow chart for reporting incidents:



The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

If incidents continue to occur, the school will address them immediately and report them to the LA.

## **9. Appeal process**

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

## **10. Curriculum**

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality.

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

## **11. Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all members of staff.