St.Peter's C.E. Primary School

Equality Policy and Plan

Updated: October 2020

To be reviewed: October 2021

1John 3:18 Dear children, let us not love with words or speech but with actions and in truth

Equality Policy

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We know that is is unlawful to discriminate against these groups with whom the pupil is associated with or perceived to be.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

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.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups

- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Bury Local Authority HR on equality in recruitment, selection and employment
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

Our Ethos/mission

Our long-term goal is for all children to make excellent progress in a broad and balanced curriculum. While children have different starting points, we know that all children can make excellent progress, and we are determined to achieve that. It is very important to us that the children receive a wide curriculum, as all subjects are essential for the children's academic, personal and spiritual development.

Our key values are: Hope, Honesty and Compassion. Because we have hope, we believe things can get better. We try to believe in ourselves and others and work hard to solve problems. By being honest, we can trust each other. We try to be honest even when we find it difficult. We show compassion to each other and to people outside of our school who need our help. This makes our school and the world a better place.

Our Aims are:

- To be an inclusive school and to offer equal opportunities to all; regardless of race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation (LGBT).
- To promote and achieve high standards for all by providing high quality learning and teaching;
- To differentiate learning and teaching to take account of pupils' individual and specific needs including physical, mental social, spiritual, moral and cultural;
- To ensure that all our pupils benefit from a rich, broad and balanced curriculum;
- To enliven and enrich the curriculum by visits, visitors and extensive use of the environment;

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- To develop responsible and self-confident learners by encouraging children to contribute to school and community life;
- To ensure that all children achieve their true potential in literacy and numeracy;
- To sustain a friendly, welcoming ethos in a safe, secure and positive environment;
- To promote positive behaviour at all times;
- To celebrate the achievements of all learners;
- To promote British Values in the curriculum and within the school.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and record them. We report them to the governing body termly. Racist incidents are reported to the LA.

Positive Action

The positive action provisions of the Act permit the school to take proportionate steps to help particular groups of pupils to overcome disadvantages that are linked to a protected characteristic. Where this results in more favourable treatment of pupils with a particular protected characteristic, this is lawful provided that the requirements of the positive action provisions are met. The Act defines the circumstances in which a school may take positive action to overcome disadvantage, to meet different needs or to increase participation of people with a particular protected characteristic.

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	**Responsibility**
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.

School Community	Responsibility
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	Supporting the Head as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

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School Community	Responsibility
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

St.Peter's Equality Plan 2018 - 20222

	Aim	Action to be taken	Personnel	Timescale	Resources	Impact
1	Provide update information for staff on equality and diversity.	Meetings and discussions for staff. Governor briefings.	Head Teacher	Ongoing starting Summer 2017.	Staff meetings and governor meetings.	All staff and governors aware of legislation and responsibilities.
2	Promote understanding and respect for differences through direct teaching in lessons and in assemblies.	Use school values to reinforce inclusion. Lessons include range of age appropriate content.	Class teachers.	Termly assembly. On-going in lesson activities.	Books for festivals. Range of books to illustrate diversity/equality issues.	Pupil's behaviour reflects respect for diversity.
3	Improve understanding of LGBT awareness.	Planned learning activities in curriculum and assemblies using selected story books Raise awareness of language used.	Class teachers.	Termly assembly. On-going in lesson activities.	Training sessions for all staff.Books.	Pupil's behaviour reflects respect for diversity.
4	Tackle prejudice and promote understanding in relation to people with disabilities.	Planned events around sports day. Promote understanding through displays and resources of paralympians	PE staff. All staff	During summer terms 2018-2020	Photographs, clips, non-fiction books.	Pupils can explain respect for disability.
5	Diminish the difference in attendance between SEN, boys and pupil premium and all pupils.	Implement pastoral support plans. Reward classes and individuals for good attendance. Monitoring from Outreach Worker. Follow up meetings with parents.	Head Teacher Outreach Worker Governors	Ongoing with termly repots to Governors on attendance.	Attendance prizes and certificates.	The attendance of pupil premium,SEN and boys is above 96%.
6	Accelerate the progress of pupils belonging to underperforming groups in Reading, Writing and Maths, e.g. pupil premium, gender, SEND	Identify whole school and targeted approaches to support improved performance e.g. intervention groups	Class teachers Teaching Assistant SENCO	Data analysis conducted termly and SEND reviews at least four time a year.	Funding for SEND and pupil premium eg teaching assistants.	Pupils eligible for pupil premium, boys or girls achieve at same rate as all pupils nationally unless they have learning difficulty SEN/D.

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