

St Paul's Church of England Primary School Oswaldtwistle



**“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”
(1 Timothy 4:12)**

Equalities Policy

**September 2023
Agreed by Governors:**

Section 1: Introduction

This policy outlines the commitment of the staff, pupils and governors of St Paul's Church of England Primary to ensure that equality of opportunity is available to all members of the school community. These values remain at the heart of everything we do as every member of the school community strives to 'set an example for the believers in speech; in conduct; in love; in faith and in purity.' (1 Timothy 4:12). Here at St Paul's we offer the Christian message of Love and Joy as we celebrate the rich diversity of humanity without exception or exclusion. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

As a Church of England school, we believe that equality at our school should permeate all aspects of school life and that it 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 our school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Statement from the school's Pupil Rights Ethos and Christian Team (REACT)

Here at St Paul's, we work together to create a safe and inspiring place to learn, where children are respected; Our Christian values and vision are promoted; individual talents are nurtured, and children thrive. Our goal is to embed the rights of all children in daily school life and give us the best chance to lead happy, healthy lives and to be responsible, active global citizens.

We believe that our school vision and mission statement fully support equality of opportunity.

Aims:

- To inspire a love for learning in children and adults and to enable them to operate as independent learners and thinkers
- To provide a relevant curriculum for all. To equip each child with the basic skills, knowledge and understanding appropriate to their needs through a broad, balanced and creative curriculum designed to promote their spiritual, moral, social and cultural development in preparation for adult life
- To encourage a mature and positive attitude to work, to relationships and to life in general
- For children to value themselves, have good standards of behaviour and respect for others
- To foster a social, moral and religious awareness that will enable each child to become a happy, well-balanced individual with a sense of belonging to a community

Ofsted Comments:

- The spiritual, moral, social and cultural learning at the school is a strength. It makes a strong contribution to the school's inclusive ethos.
- The behaviour of pupils is good. They respect the staff and each other. St Paul's is an orderly and happy community.
- The school is successful in promoting pupils' social, moral, spiritual and cultural development. Leaders are vigilant in ensuring that differences are respected, and pupils feel an equal part of the St Paul's family.
- The school's work to promote pupils' personal development and welfare is good. The school's Christian ethos shines through in all areas of the school. This is a school where all pupils are valued and respected.
- Pupils also value each other and are welcoming to new pupils. 'Oh, he's fitted in just fine' is a typical comment about the inclusive nature of the school's ethos.
- Playtimes and lunchtimes are happy occasions with pupils mixing well. A high level of supervision assists in providing plenty of games and activities, which are appreciated by pupils. Pupils say that bullying and name-calling are very rare.

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.

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

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Equality Objectives

St Paul's C.E Primary School is committed to ensuring equality of education provision and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. To achieve this, and to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

- **Objective 1:** To 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.
- **Objective 2:** To raise levels of attainment in core subjects for vulnerable learners by narrowing the pupil premium gap in Reading, Writing and Maths in all year groups.
- **Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

School Self Evaluation Comments:

'Restorative Practice has seen pupils understand and respond positively to situations that may have resulted in conflict. They find collaboration easy because they know that they have a voice and, on the whole, get on well together. As all staff follow the school's thorough policies, consistent, positive ethos is evident throughout. They are friendly and well mannered. Pupils are considerate, respectful & courteous towards staff and each other and consistently meet the staff expectations. PSH are promoted throughout school and 'Restorative Practice' is used to support pupils in conflict resolution. Relationships through school are excellent and pupils from different backgrounds get on well very well together demonstrating tolerance, care and respect for others.'

'Evidence from ongoing informal drop ins, as well as notified lesson observations demonstrate that all teachers and other adults consistently model the highest possible standards from Reception to Y6. Behaviour for learning in lessons is never less than good, and much outstanding. An atmosphere of calmness, responsibility, understanding and tolerance pervades the school. The impact of the school's strongly held Christian values is readily apparent in pupil's good spiritual, moral, social and cultural development. All adults are using 'Restorative Practice' to help resolve any conflicts.

The impact of a comprehensive 'Positive Relationships and Behaviour Policy' ensures consistent approaches to rewards and sanctions. A whole school Code of Conduct, alongside individual class rules are regularly shared with pupils and are visible in every classroom and throughout school. All these strategies have had a great impact on improving behaviour even further.

Outstanding EYFS staff ensure that children co-operate, respect and care for each other from the outset and this ensures that the transition to Key Stage One is incredibly smooth because of the excellent behaviour, emotional and social skills the children develop in EYFS.'

Section 2: School Context

- There are currently 164 pupils on the school roll. 46.95% of this number are boys, and 53.05% are girls.
- 55% are white British, 45% of pupils are from all other Ethnic Groups
- The vast majority of staff and governors are white British while a small percentage are British Pakistan.
- There are currently 19.5% of pupils on roll with a SEN status (4% of pupils are in receipt of an EHCP)
- 1 member of staff has a known disability
- The vast majority of the school is physically accessible, and there are disabled toilet facilities. The school makes further adjustments as appropriate.
- The vast majority of children reside in areas graded with the highest level of deprivation

Section: 3 Ethos and atmosphere

At our school, the leadership of the school community will demonstrate mutual respect between all members of the school community:

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of worships, classroom based and externally based activities (as well as classroom and externally based activities)

Section 4: How this policy was developed

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- School REACT members
- Governors
- Parents

Section 5: Monitoring and Review

St Paul's Church of England Primary is an inclusive community. We use our personalised curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which everyone is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing board receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions
- Racist incidents
- All forms of bullying

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support through the role of our Family Support Worker. This allows us to take appropriate action to meet the needs of specific groups to make necessary improvements.

Our school is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and aim to establish a governing board that is representative of all sections of the community to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing board on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Section 6: Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality as they become global citizens
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability
- We will meet all pupils' learning needs, including the more able, by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning

- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum Intent, Implementation & Impact

We aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

Resources and Materials

The provision of good quality resources and materials within our school is a high priority.

These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

NB: When ordering new resources and materials, staff will consider how they show equality

Language

We recognise that it is important at our school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of our school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports coaches, volunteers) by providing them with written guidelines drawn from this policy.

We aim to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at our school to make appropriate provision for all EAL/Bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced Bi-lingual learners

Bilingual pupils are encouraged to use their first language effectively for learning.

NB: See EAL Policy for further details

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages, where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality as identified in Section 7
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact
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NB: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities

Section 7: Roles and Responsibilities

- Our governing board will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Section 8: Measuring the Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Section 9: Publicising the Policy and Action Plan

This policy is a public document that will be made available to any interested stakeholder. The policy will also be published on the school website.

Section 10: Reporting on Progress

We are legally required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

Sep 25
Annual Review date: September 26

Appendix 1

Information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools - Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment - Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.