



# St Luke's CE (Aided) Primary School

## Equalities Policy

This statement was approved: 18.01.2022

This statement will be reviewed: Every 4 years

Governor Committee responsibility: Curriculum Committee

*In 2010 all the equalities legislation were merged into one. This is therefore a single Equalities Policy for the school.*

### **Statement / Principles**

This policy outlines the commitment of the staff and Governors to promote and champion equality and diversity so that it can be celebrated and valued. This involves being reflective and responsive and means tackling the barriers which could lead to unequal outcomes. 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. Everyone should feel safe, secure, valued and of equal worth. At St Luke's CE (A) Primary, equality is a key principle for treating all people fairly irrespective of their age gender, ethnicity, disability, religious beliefs / faith tradition, race, sexual orientation, gender reassignment or transgender status, marital / civil partnership status, pregnancy or any other of the protected characteristics (Single Equalities Act 2010).

### **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 in that lessons are differentiated to account for differing abilities of the children;
- That there is no glass ceiling on lessons so all children can reach up to higher levels of attainment;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of modern 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 our school ethos "Aspire, Believe, Achieve" and 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.

### **Promoting Equality: Achievement**

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

- Adults in the school will be expected to provide good, positive role models, as detailed in our staff code of conduct, in their approach to all issues relating to equality of opportunity;
- We identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement, this will be done via the School Improvement Plan and Termly Data Analysis.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils. For example "All Most Some" method of differentiation ensures that there is no "glass ceiling" on learning and all pupils can access learning at their own level of understanding for that lesson.
- All pupils are actively encouraged to engage fully pupils in their own learning and develop independent learning "Growth Mindset".

### **Promoting Equality: The ethos and culture of the school**

- At St Luke's CE (A) Primary School, 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;
- British Values are taught and celebrated;
- 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 the School Council, pupil questionnaires 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**

- Vacancies are advertised formally and open to the widest pool of applicants unless via internal redeployment
- All those involved in recruitment and selection are aware of what they should do 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 e.g. to achieve gender and ethnic balance;
- Access to opportunities for professional development is monitored on equality grounds and is informed by performance management / appraisal targets (if relevant) as well as the School Improvement Plan;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff 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 the Headteacher records and monitoring incidents showing clearly if there are racist, homophobic, disability, gender or any other protected characteristics bullying incidents;
- The Headteacher reports Safeguarding and Behavioural issues to Governors termly
- School Council report issues of unfairness or inequality.

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

St Luke's CE (A) Primary School aims 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 meet the teacher sessions, workshops, Learning together sessions, 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 and language / cultural support accessed where necessary e.g. support from the school's HSCLO and EAL team, LA Equalities and Diversity team.

## **Responsibility for the Policy**

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

**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
- The actions, procedures and strategies related to the policy are implemented;

**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;
- Lead change for improvement and narrowing gaps if groups are falling behind;
- Providing updates on equalities legislation to staff and Governors and the school's responsibilities in this regard;
- Providing data to Governors that tracks and evaluated incidents / repeat incidents involving protected characteristics.
- 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;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, in the following recommended areas:
  - \* Pupils' progress and attainment matrices
  - \* Behaviour discipline and exclusions e.g. Behaviour Log
  - \* Attendance data
  - \* Admissions procedures
  - \* Incidents of prejudice related bullying and all forms of bullying (incident logs)

## **Monitoring and Review**

The staff member responsible for co-ordinating the monitoring and evaluation is Mrs A Grennan, the Headteacher who will be responsible for :-

- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention via Headteacher reports
- Visits and visitors e.g. Visitor book.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Narrowing the achievement gap in groups which have been identified as falling behind
- 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.

## **Measuring the Impact of this Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality and impact on pupils, staff, parents and carers from the different groups that make up our school. Each year we evaluate the School Improvement Plan and undertake detailed Data Analysis to identify groups that are doing well or falling behind. We will analyse complaints for trends of unequal treatment. We will be reflective in trying to improve provision for all via review of the Accessibility Plan.