



St Peter & St Paul

CofE Primary School

School Single Equalities Policy

(This policy has been drafted having regard for the school's Christian ethos.)

| | Date | Signed |
|-----------------------------|--------------|----------------------------------|
| Agreed by Staff: | May 2017 | Mr Mark Carlyle Head Teacher |
| Agreed by Governors: | May 2017 | Mrs N Ford Chair of Governors |
| Lead: | Head Teacher | |
| Review date: | May 2020 | |

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

School Single Equalities Policy

Rationale:

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. Peter and St. Paul School, 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).

Aims:

This 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.

Ethos and Culture:

At St. Peter and St. Paul 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. 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. The displays around the school reflect diversity across all aspects of equality and are frequently monitored. Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

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.

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.

In order to aid in this process, the school uses an action plan template to outline its equality objectives and outcomes. A copy of the action plan template used by the school is attached to this policy as Appendix A.

Expectations:

We have 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 should 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 should be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

In addition, all pupils are actively encouraged to engage fully in their own learning.

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. Any incidents are recorded, as appropriate, either on a 'Prejudice in School Incident form', a copy of which is attached to this policy as Appendix B, or an 'Incident Report Form' (attached

as Appendix C)/ In addition to these steps, all incidents of this nature are recorded on an individual child's behaviour log (blank copy attached as Appendix D).

The school reports to Governors and the LA on an annual basis the number of prejudice related incidents recorded in the school.

Staff Recruitment:

In order to ensure an equality of opportunity:

- All posts which become available 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 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.

Professional Development and Training:

Access to opportunities for professional development are monitored on equality grounds.

Equalities policy and practice is covered in all staff inductions and 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.

Partnerships with Parents/Carers and the Wider Community:

St. Peter and St. Paul School aims to work in partnership with parents/carers and the community. As a result, we:

- Ensure all parents/carers are encouraged to participate in the life of the school.
- Maintain good channels of communication to ensure parents' views are captured and help 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 e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Areas of Responsibility:

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 (these may be included within the School Improvement 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, of 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.

The Head Teacher 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.

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.

- Keeping up to date with equalities legislation.
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.

Monitoring and Review:

The staff member responsible for co-ordinating the monitoring and evaluation is the Head Teacher who 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.
- 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
 - Learning and teaching
 - 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
- Determining equality objectives, assigning success criteria and monitoring outcomes. These will be outlined on a school Action Plan (A copy of which is attached as Appendix F).

Links to Other Policies:

This policy should be read having regard for other school policies in particular those related to community cohesion, the curriculum and safeguarding.

Period of Review:

This policy will be reviewed every 3 years.

Appendix A

Action Plan Template

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|---------------------------|
| Equality Objective No. XX |
|---------------------------|

| OUTCOMES | MEASURED BY |
|----------|-------------|
| | |

| Activity | Lead | Progress Milestones |
|----------|------|---------------------|
| | | |
| | | |
| | | |

Appendix B

Prejudice in School Incident Form

Appendix C

INCIDENT REPORT SHEET

PUPIL _____ CLASS _____

| NAME OF STAFF | DATE | TIME OF INCIDENT |
|--|--|---|
| The incident was: physical / verbal / both | The incident involved 1 child / several children | This report is the first / not the first |
| Brief description of the incident | | |
| Action taken: (include if DH/HT/SENCO were informed, what sanction was given.) | | |
| Parent rung YES/NO OVERVIEW OF CONVERSATION | | |
| NEXT STEPS (please discuss this with HT/DH or SENCO) | | |

St Peter & St Paul CofE Primary School

Behaviour Log

NAME of PUPIL: _____

CLASS: _____

At St Peter and St Paul CofE Primary School we take accusations of bullying really seriously. Everyone has the right to come to school to feel happy and safe and have the opportunity to play and learn in a safe environment. Sometimes we have disagreements with our friends and classmates and that can make us feel upset, this is not the same as bullying.

If you feel you are being bullied, help us to solve the problem by recording in this bullying log.

| Date it happened | Time it happened | Where it happened | What happened | Who was involved | Teacher informed |
|------------------|------------------|-------------------|---------------|------------------|------------------|
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Document History

| Version | Date | Comments |
|----------------|-------------|--|
| Issue 1 | June 2014 | Drafted using Suffolk County Council model |
| Issue 2 | May 2017 | Reviewed and approved |
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