

## Single Equality Policy and Action Plan

The Single Equality Policy outlines the commitment of the staff, pupils and governors of St. Stephen and All Martyrs' CE Primary School, to ensure that equality of opportunity is available to all members of the school community. 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.

These include

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

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. Stephen and All Martyrs', 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.

Our school is a Church Aided one and as such we believe our mission statement is fundamental to us and our beliefs:

*In partnership with pupils, parents and the wider community, we want all children to feel happy and proud within a safe, caring Christian environment. We aim to create learning that is challenging and exciting, helping all children to reach their full potential.*

We provide guidance and time so that each individual may grow academically, spiritually, emotionally and socially. We celebrate the place of primary education as a fundamental part of the learning journey.

We ensure an exciting, challenging and rigorous curriculum is taught and learned. Educating is our priority so individual potential may be realised.

We work together in God's love, children, staff, parent/carers, governors, church and the community.

## The School in Context

### Key features of the school:

- There are 211 children currently on role
- Organised in 7 classes from Reception to Year 6
- The school deprivation factor is above the national average
- The percentage of pupils eligible for free school meals is 29%, above the national average
- The number of pupils with SEND is 21. There are 3 pupils with an EHCP
- We have 2 pupils with a physical disability who have a Care Plan in place
- The school has an Accessibility Plan and a ramp to the main entrance has been provided
- The school currently has 2 Looked After Children
- The school has 1 'Girl heavy' year group

## Ethos and Atmosphere

At St. Stephen and All Martyrs' CE Primary 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 our school community will challenge any 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 our 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 assemblies, classroom based and externally based activities
- The school has strong links with the church
- Pupils are drawn predominantly from areas of most deprivation.
- The school currently has strong stability

## **Policy Development**

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

- Staff
- Pupils
- Governors
- Parent/Carers
- Church

## **Monitoring and Review**

St. Stephen and All Martyrs' C E Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of quality information for our pupils:

- Attainment and attendance data
- Pupil Progress Meetings with staff
- Pupil Interviews
- Pupil voice questionnaires
- Complaints of bullying or harassment
- Yearly parental questionnaires

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 with 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 and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental Involvement
- Participation in Extended Learning Opportunities

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

St. Stephen and All Martyrs CE Primary 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 establish a governing board that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information of our staff and governors:

- Application for employment
- Performance Management for teaching and non-teaching staff
- Attendance at training and inset events
- Disciplinary and grievance cases
- Sickness Absence Management
- DBS Information

All information is kept in a secure area and is confidential.

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 at St Stephen and All Martyrs is the Headteacher – Mr Michael Cummins.

His role is to:

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

## **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 change 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
- Ensure that the whole curriculum covers issues of equality and diversity

- All subject leaders departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parent/carers 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 and pupils
- Identify resources and training that support staff development

## **Learning Environment**

There is a consistently high expectation of all pupils regardless of their age, 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. Parent/carers are also encouraged to view their own child'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 places a very high priority on the provision for special educational needs and disability. We will strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all the facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure 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**

At St. Stephen and All Martyrs' 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 account their cultural backgrounds, linguistic needs and learning styles

## **Resources and Materials**

The provision of good quality resources and materials within St. Stephen and All Martyrs' School is a high priority

### **These resources should:**

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

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

## Language

We recognise that it is important at St. Stephen and All Martyrs 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. We try to ensure that all non-staff members who have contact with our children adhere to these principles and guidelines.

## Provision for Bi-lingual Pupils

We undertake at St. Stephen and All Martyrs CE Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and traveller children
- Advanced bilingual learners who may use first language effectively for learning
- Children who use sign language

## 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, staff, and parent/carers are given support, as appropriate when they experience discrimination
- We recognise 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.

- and include pupils' access to a balance of male and female staff at all key stages wherever 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
- 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 good quality 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 where possible
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

## Note:

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 qualification 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 Parent/Carers, Families and the Wider Community

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

- All parent/carers are encouraged to participate in the full life of the school
- Undertaking regular parental consultation, as part of the schools' commitment to equality and diversity, representative of the schools' community. This has been/will be developed to support the school with matters related to its' equalities duties
- Members of the local community are encouraged to join the school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## Roles and Responsibilities

- Our Governing Board will ensure that the school complies with statutory requirements in respect of this policy and associated action plans
- 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 board
- 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 and staff 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

## Specific Equality Areas

This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take

## Race Equality

What we have already achieved:

St. Stephen and All Martyrs places the promotion of equality of opportunity at the heart of all its work, and its aspirations are understood and acted upon at all levels ensuring that the experiences of all groups of pupils are positive. All incidents indicating intolerance are acted upon and records kept.

- Awareness of other religions, races and cultures as part of school life
- Books/resources that celebrate the diversity of our school population
- Visitors from our local community promoting equality
- Links to global charities that support other cultures around the world
- Links to other schools that are diverse and different to ours
- Christian values explored as part of our Assemblies
- Traditions from around the world celebrated as part of our taught curriculum
- Signs in other languages
- Themed weeks and super learning days that celebrate cultural diversity

We want to do more by:

- Working to ensure that there is adequate representation of ethnic minorities on the school council, governing board and staff to reflect our school community
- Embedding and strengthening links with other school communities local and national.

## Community Cohesion

What we have already achieved:

- Where possible drawing on the religious diversity of our children to develop their understanding of faith
- Using resources which reflect human diversity
- Using positive images and avoiding stereotyping
- Accurately representing the history of women, men, other cultures and societies
- Presenting a balanced view of social and economic relations in the world
- PSHE and citizenship education that recognises diversity
- Children visit local places of worship through the RE syllabus
- The collective worship celebrates world faith events and raises children's awareness of global issues
- A pastoral curriculum and ethos which promotes self-discipline, self-esteem and self-motivation
- Opportunities for pupils to take responsibility
- Global Partnership with other schools
- Strong community school with good relationships and involvement with church and parish
- Differentiation of teaching methods, tasks and assessment criteria
- The provision of individual and small group support for pupils with learning difficulties
- The monitoring and analysis of pupil groupings
- The monitoring of pupil performance with appropriate feedback and target setting
- Specialist equipment made available to support the learning of pupils with special needs, as appropriate and as detailed in the Passports to Progress (formerly Individual Education Plans)
- Ensuring resources and equipment are equally accessible to all pupils, regardless of gender, race, or disability
- Peer Mentor systems provide support for all pupils from other pupils
- Pupil and Family Pastoral support from our Learning Mentor

We want to do more by:

- Developing a wider representation on the Parent Forum as part of a community voice

## **Disability Equality**

What we have already achieved:

- The school articulates clear zero tolerance of all forms of bullying through its anti-bullying policy and participation in anti-bullying week each year
- All stakeholders are proactive in recognising and reporting any incidents of harassment, however minor, directly to the Headteacher

## **We will do more by**

- Continuing to work closely with all relevant agencies regarding advice on pupils with any physical disabilities where necessary.

## **Gender Equality**

What we have already achieved:

- The school ensures resources and equipment are equally accessible to all pupils regardless of gender
- The school selects positive images of both girls and boys when delivering the curriculum and avoids stereotyping
- The school accurately represents the history of both women and men
- Attainment is analysed by gender and where there is lower attainment by either gender in a subject or activity targeted intervention strategies are implemented to redress the imbalance.
- The school council is composed of females and males

## **We want to do more by:**

- Identifying opportunities within the curriculum to challenge pupil thinking about gender locally, nationally, globally and historically
- Increasing our efforts to engage good male role models with the school as volunteers helpers, particularly in reading

## **Commissioning and Procurement**

Where possible, St. Stephen and All Martyrs will ensure that we buy services from organisations that comply with equality legislation.

## **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parent/carers from different groups that make up our school. Responsibility for this will lie with the Governors on the Pupil Inclusion and Community Cohesion committee that meets each half term.

## **Publicising the policy**

The policy will be available on the website and from school. It will be made available to all staff and form part of new Inductions

## **Annual Review of Progress**

The Headteacher will, when necessary, report to the Governing Board in his termly Headteacher's Report on any aspects of ethnicity, disability and gender. This will also include progress to improve access for disabled pupils which incorporates access to the curriculum, physical access and access to information.



## **Equality Impact Assessments**

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion or belief, and sexual orientation as part of this process. EIAs are a way in which we can analyse all our work to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

We will look to the Local Authority for support with EIAs during the life cycle of this plan.

**This policy was adopted on Tuesday 30<sup>th</sup> October 2012 and will be revised in 2015 or earlier if new legislation dictates.\***

### ***The Equality Act 2010 and schools***

***Departmental advice for school leaders, school staff, governing bodies and local authorities  
May 2014\****

**Revised in 2015**

**Signed by the Chair of the Pupil Inclusion and Community Cohesion Sub-Committee**

**Date:**