

St Matthew's Primary School



Equality Policy

Please read in conjunction with the Child Friendly Anti-Bullying Policy, Anti-Bullying Policy, Behaviour Management Policy, Safeguarding Children Policy, Sex and Relationships Education Policy, SEN Policy, E-Safety Policy, Pupil Premium Policy, Health and Safety Policy, LAC Policy

Ethos

St Matthew's Primary School is a dynamic, multicultural community with our children firmly at the centre of all we do.

The school is committed to ensuring that the aspirations of each child who walks through our door, grows and that they are given the skills both academically and socially to thrive.

The school's aim is to create a culture of aspiration, opportunity, security, thoughtfulness and confidence and to show children what is possible and on offer if they seek, imagine, endeavour, work hard, practice, enjoy, think, collaborate, persevere and challenge themselves...and others.

The school recognises children as individuals and our broad based curriculum and extra-curricular opportunities offer all children the chance to explore the world of learning and find their own passions and interests alongside academic skills.

This is achieved by the school, parents, children, governors and the wider community working together in partnership with shared goals and ambition, with integrity, with creativity, passion and dedication.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic
- To work with other schools and the local authority to share good practice in order to improve this policy

Principles and practice

St Matthew's Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 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.

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.

We understand the principles of the Act and the focus needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination. Protected characteristics under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, religion or belief
- sex and sexual orientation

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to move forward in their learning and achievements and reach their full potential.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Neither will anyone be discriminated against because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

Roles and responsibilities

Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010
- **Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- record, report and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - scrutinising teachers' planning
 - scrutinising pupils' work
 - observing pupils throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel
 - analysis of pupil data
 - annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- take part in questionnaires and surveys

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The Complaints Procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's Disciplinary Procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - other school events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying
 - Assessment
 - Curriculum
 - Pupil Behaviour & Discipline
 - Sex and Relationships
 - Teaching and Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Written by Victoria Rayner

Deputy Headteacher

January 2016

Policy ratified by Governors: 21.03.16

Signed.....Headteacher

..... Chair of Governors

Policy to be reviewed: *January 2017*