

Equality Policy

At St Paul's Peel CE Primary School we want to enable all pupils to fulfil their own unique potential, growing into confident, capable individuals ready to thrive and achieve success in secondary school. We will care for each child in a safe, inspirational and inclusive learning environment. We hope to instil within our pupils a love of learning and hope to support their academic, social, moral, intellectual, emotional and physical development by delivering on our core values:

- Thoughtfulness
- Respect
- Responsibility
- Trust
- Compassion
- Commitment
- Co-operation
- Courage
- Positivity

We aim to do this by recognising that each person is unique and is to be valued for the special contribution they make to our school. We aim for all to show a genuine sense of respect, thoughtfulness and compassion for all those connected with our school regardless of race, gender and disability.

The Single Equality Policy will enable our school to meet our statutory obligations. It includes the requirements covered under the Equality Act 2010 and other factors that have the potential to discriminate against or devalue any individuals in our school community. We are committed to the development of cohesive communities within the school, our local, national and global environments.

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)

- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Education Act 2011
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Single Equality Policy
- Single Equality Act 2010

Our Equality Policy is inclusive of our whole school community.

Aims and Values

At St Paul's Peel CE Primary School we aim to keep our school a happy and interesting place with children at its centre and care and respect at its heart. St Paul's Peel aspires to be a caring, welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At St Paul's Peel CE Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Overall we aim to:

- provide a secure environment in which all our children can flourish and achieve their own unique potential.

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community, and to value difference and diversity;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of gender, transgender, gender questioning children, ethnicity, disability, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities;
- ensure there is an equality of opportunity for all.

Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

To achieve these aims we will:

- involve Governors, teachers, pupils and parents/carers in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all pupils, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;

- have high expectations of behaviour which demonstrates respect to others.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches
- inclusion and exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education (including transition)
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees and staff welfare
- uniform and dress
- names and pronoun change
- confidentiality and information sharing
- working with parents and carers
- toilets
- P.E and fitness

- Residential trips
- Transitions and medical interventions

The Roles and Responsibilities within our School Community

St Paul's Peel CE Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Single Equality Policy is followed.

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy;
- ensure that the action plans arising from the policy are part of the School Development Plan (SDP);
- support the Head Teacher in implementing any actions necessary;
- engage the parents and partner agencies about the scheme;
- evaluate and review this scheme every two years.

Our Head Teacher will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy;
- oversee the effective implementation of the scheme;
- ensure staff have access to training which helps to implement the scheme;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy;

- ensure that the Senior Leadership Team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Head Teacher provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme.

Our School Staff will:

- be involved in the development of the Policy;
- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements.

Our Pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

Our Parents/Carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;

- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

Relevant Voluntary or Community Groups and Partner Agencies will:

- be involved in the development of the Policy;
- be encouraged to support the Policy;
- be encouraged to attend any relevant meetings and activities related to the policy.

Policy Planning and Review

We have a duty to develop and publish equality schemes in relation to age, gender, race, colour, religion and disability. The School is considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a two-year period.

Policy planning and development

In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.

There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.

- The data collected is used to inform further school planning, target-setting and decision-making.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

The implementation of the school equality scheme will be monitored within the school's self-evaluation and other review processes as well as being updated every 2 years. The single equality action plan will be reviewed through the year and updated annually.

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

The school will continue to consult various stakeholders on this scheme and on our policies.

Impact Assessment Statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the Equality Action Plan.

Equality Priorities

The school will endeavour to ensure that both boys and girls do equally well in terms of achievement and progress in learning.

There are clear procedures to monitor racist incidents. The school's ethos and curriculum teaches children to respect each other.

Other Community cohesion and diversity is celebrated in school.

Our school is focussing on ensuring there is equity in progress made by pupils on FSM and with SEN.