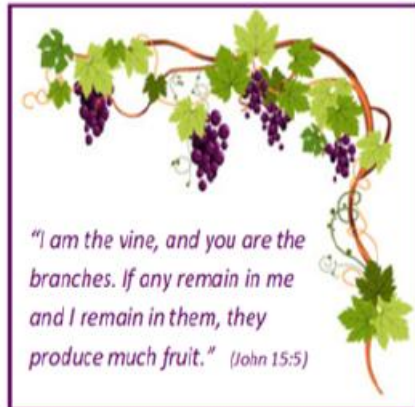




Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Equalities Policy

Approved by:	BHS	Date: 17.09.24
Next review	Autumn 2025	
<u>Changes</u>		
05/09/24	Percentage of EAL children pg 2 CLA/exCLA pg 3 Equality governor nomination and responsibilities pg 3 Objective for 2024-25 pg 6	

This policy is firmly rooted in the values of our mission statement:

Learning, growing and caring as part of God's family

This policy outlines the commitment of the staff, pupils and governors of Scotforth St. Paul's Primary and Nursery School to ensure that equality of opportunity is available to all members of the school community. For our school this means not only treating everyone 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.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

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 the wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Scotforth St. Paul's Primary and Nursey School, 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.

"We are not all the same, but we should be treated the same." (Y3 child)

Our School Context

- We currently have approximately the same number of girls and boys in school.
- 31% of children at St. Paul's have English as their second language.
- We have a small percentage of our staff team who are non-white British and have English as a second language.
- School, now has children from many countries with at least 14 different languages spoken.
- 5% of pupils have a known disability- such as Diabetes, VI, Physical disability, ASD,ADHD, Dyslexia, etc.
- The school is partially accessible to people with a physical disability. Whilst we have a set aside area for a lift shaft there is currently no way to access the upper KS2 area for wheelchair users.

- In the last few years we have had more children from the continents of Africa and Asia attending school for between two and eight terms whilst one or both parents study or work at the local University.
- We currently have no children in care attending school, but do have one previously looked after children
- We have children attending our school from at least 3 world faiths and approximately a quarter of our families subscribe to no faith.

Ethos and atmosphere

- At Scotforth St. Paul's Primary and Nursery School, the leadership of the school community models and expects mutual respect between all members of the school community.
- There is an open atmosphere, that welcomes everyone to the school.
- All within the school community challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and/or unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet authorised visitors to the school with friendliness and respect.
- The displays around school are of a high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the children, through planning of assemblies, classroom based and externally based activities.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan, delegating the responsibility to monitoring it on a daily basis to the headteacher.
- The equality link governor is Natalie Miller

They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

- The head teacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities and that they are given necessary training and support.
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote a collaborative and inclusive ethos in the school. All staff will challenge inappropriate language and behaviour and report it to the head teacher.
- All members of the school community have a responsibility to treat each other 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 that all visitors to school adhere to our commitment to equality.

Developing Best Practice

Teaching and Learning

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 to live 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.
- Promotes attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Ensure the curriculum covers issues of equality and diversity.
- Seek to involve all parents 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.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their 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. Parents are also encouraged to view their own children's achievements in this light.

- Teacher motivation is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We will place a high priority on the provision for SEN/D.
- Teachers will meet all pupils' learning needs including the most able by carefully assessed and administered programmes of work.
- We will provide an environment in which all pupils have equal access to all 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 that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment both internal and external, including displays and signage.

Curriculum

At Scotforth St. Paul's CE Primary and Nursery School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas.
- 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 into account their cultural, backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within Scotforth St. Paul's CE Primary School is a high priority. These resources should:

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

Language

We recognise that it is important at Scotforth St. Paul's CE Primary and Nursery 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.
- 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 this school to provide equal access to all activities from an early age.

We undertake responsibility for making sure there are extended learning opportunities, and are aware of the school's commitment to equality of opportunity (e.g. sports coaches) by providing them with guidelines drawn from this policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Scotforth St Pauls Primary and Nursery School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and traveller children.
- Advanced bi-lingual learners.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and traveller, refugee and asylum, seeker pupils.

- All pupils are encouraged to consider the full range of career options without discriminatory boundaries placed on them (whilst acknowledging that a disability may impose some practical boundaries).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout 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.

- This must include pupils' access to a balance of male and female staff at each key stage where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training which will increase awareness of the needs of different groups of people.

Staff recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in staff inductions.
- All temporary staff are made aware of policies and practices.

Partnerships with Parents/Carers/Families and the wider Community

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

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the school community are encouraged to join in school activities.

Equality Objective

In order to further develop our work on Equality, our objective for 2024-25 is

- To celebrate the differences we have and find out about cultures and religions from around the world.

Monitoring and Review

Scotforth St. Paul's Primary and Nursery 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 their potential.

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

Attendance/attainment/exclusions-analysed by ethnicity, gender, FSM and SEN/D

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 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 body receives regular updates on pupil performance information.

School performance information is compared to national 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, disabilism, sexism, homophobia and all other 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.

Scotforth St. Paul's Primary and Nursery School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit a suitably qualified workforce and establish a governing body 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 for our staff and governors:

- Applications for employment
- Attendance at training events including an evaluation sheet that asks for feedback.
- Staff appraisal

This information remains confidential and is held by the head teacher.

We have identified the following issues from analysis of the data:

Staff and governing body profile does not represent the ethnicity of the school as well as it could.

Publicising the Policy and Plan

This policy will be available on our website and in paper format if requested by a parent. The policy is shared with all new members of staff and is available in the staffroom for all staff/visitors to read. All governors will receive a copy of this policy.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Scotforth St. Paul's CE Primary and Nursery School will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

