

St Peter's CE Academy - Equality Policy – 2018 -2020

St Peter's CE Academy Equalities Vision Statement

St Peter's CE Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to:

- ensure that our differences do not become barriers to participation, access and learning
- create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

The roles and responsibilities

Our Principal will:

- ensure that staff, parents/carers, pupils/students 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 Local Governing Body at least annually on the effectiveness of the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

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 Improvement Plan
- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the scheme
- evaluate and review this scheme every two years

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 Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we, as individuals and society, often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour, sexuality, disability.

Through our school's Christian ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All hate incidents and prejudice based bullying is fully investigated by the Principal and Chair of Governors (where appropriate) and is reported to the Local Authority and full Governing Body. Advice and support is sought from the police where necessary.

How we developed our objectives

We have used data and other information about our school as a common sense measure to determine the effects of a policy, practice or project on different groups.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We have analysed a wide range of information to analyse the effects of our policies on protected groups.

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the monitoring and analysis of pupil progress in the identified groups.
- ii. from the following data – extended service information, pupils results – files and analysis, vulnerable pupils information, parent surveys, C.P.D. records, monitoring of PSD, well-being and involvement, satisfaction ratings from questionnaires, rates of bullying/hate incidents, complaints information, reported racist incidents, attendance levels, access arrangements, take up rates for activities, recruitment information, professional development data, parental response information

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of: ethnicity, belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Publication and Review

This equality scheme fulfils the statutory requirements under the terms of legislation. As it is a public document, the school governors publish it and make a full copy available on request. It is also made available via the school website. The scheme will be kept under review for two years and then replaced in 2020.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Two-year equality objectives 2018-2020

1. To increase pupil awareness of the human rights and the responsibilities that underpin society by incorporating Values education resources into the Personal, Social and Health Education Jigsaw scheme of work.
2. To ensure that pupils receive spiritual guidance through the RE curriculum including learning about other faiths and cultures
3. To narrow the gap in attainment of boys in reading and writing so that standards are in line with results achieved nationally writing and mathematics.
4. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
5. To ensure that all pupils have access to extended school services.

Appendix 1 Equality Statements

Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, quality first teaching and support including interventions.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

We are an inclusive school where pupils are taught exclusively in mixed ability groups. There are no sets, groups or classed based on ability.

Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Senior leaders regularly challenge teachers to close gaps between groups in Pupil Progress Meetings and Year Group meetings.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of: boys and girls, pupils learning English as an additional language, pupils from minority ethnic groups, including Gypsies and Travellers, pupils who are gifted and talented, pupils with special educational needs, pupils with a disability, pupils who are in public care, pupils who are at risk of disaffection and exclusion. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extracurricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate.

The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Northamptonshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of underrepresented groups in areas of employment. e.g.: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with EHCP's will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview and treated as per the privacy and data protection policy.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Northampton County Council and Manor Learning Trust guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Community Cohesion

Almost all of our children are from a White British background; therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many different culture and beliefs. We promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, and socio-economic background

Appendix 2

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups:

race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have :

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps.
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved.

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Comparative attainment data Racist Incident Reporting Questionnaire feedback from parents	Appropriate policies are in place	Visitors are actively sought from to enrich the curriculum from a variety of backgrounds. Religious, values educations and world events have been incorporated on a school calendar for whole school
Disability	SEN achievement data Census information	Accessibility Plan Access to external agencies Visual Auditory Kinesthetic strategies and practical learning experiences for all. Visual timetables Health and safety checks	The school is wheelchair friendly. The school accesses the speech and language team, ASD team and other relevant professionals.
Sex	Data analysis around gender and results addressed	For example 'boy' friendly topics linked to drama and storytelling for writing. Regular questionnaires for both sexes about their learning	Wide range of activities offered before and after school

Gender Reassignment	The school does not currently hold information on individuals linked to this category but works within the parameters of the 2010 Equality Act and Equality in employment policy produced by Northampton County Council		
Pregnancy, Maternity and paternity	The school works within the parameters of the Manor Learning Trust Policy		
Age	Views of children are regularly collected Views of parents are collected and analysed	Children are regularly surveyed at all ages School Parliament are proactive and represent a cross section of the school	Views are collected about attitudes to school, learning and bullying for example. School Parliament meets weekly
Religion and belief	RE curriculum taught across the school PSHE curriculum taught across the school Themed calendar in place for assembly deliver based on the 12 Christian Values	School has achieved the Silver Award for outstanding contributions to RE Good judgement in SIAMs inspection	School Parliament made up of a range of pupils across the school.
Sexual Orientation	The school does collect information at application stage for vacancies but this is not used to inform the selection process. The school works within the parameters of the 2010 Equality Act and The Trust's employment policies		

Appendix 3

Equality Objectives

Link to Public Sector duties	Protected Characteristics	Aims	Objectives	Target Group	Actions
All aims	Religion and belief/ race	To enhance the use of assembly time to celebrate diversity Embed Jigsaw curriculum	For pupils to have an increased multicultural understanding and global awareness	All Pupils and staff	Revise assembly calendar and target calendar opportunities to improve children's understanding and awareness
Eliminate unlawful discrimination, harassment and victimisation	All protected characteristics	To reduce incidences of bullying within the school	For pupils to have a clear understanding of bullying and how to find support should they experience it	All pupils	Develop anti - bullying working party and achieve recognised accreditation as a school
All aims	All characteristics	To reduce achievement gap between all groups of children	For all pupils to achieve at least 2 levels progress in English and maths	All pupils	Develop use of tracker system to clearly identify where pupil attainment gaps may be occurring and implement successful strategies to close any gaps

