



St. Anne's CE Primary School

SINGLE EQUALITY POLICY

Reviewed/Agreed January 2017- Inclusion Committee/FGB

DEvised BY STAFF, PUPILS AND GOVERNORS
Annual Review

INTRODUCTION

At St. Anne's CE Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on the following core values as expressed in this school's vision statement.

Here is our school vision, agreed by all stakeholders and underpinning all our work.

At St. Anne's we provide a caring, happy and secure environment based upon Christian teachings and beliefs in which all members of the school community are equally valued and respected. We are committed to promoting enthusiasm for lifelong learning and encouraging everyone to be responsible members of the wider community.

Our Vision:

Our Vision for St. Anne's is to nurture and develop the whole child through our Christian values, enabling them to reach their full potential in all aspects of life.

Our Mission:

- We respect and value everyone in our Christian school.
- We embrace the whole child, meeting individual needs and celebrating differences.
- We aim to equip each child with the skills they need for lifelong learning, through motivational and inspiring teaching, instilling a love of learning.
- We endeavour to develop positive attitudes in a happy, nurturing, safe and stimulating environment.

- We value our relationships with parents, carers and the wider community and encourage their involvement in the children's learning and the school.
- We encourage responsibility and work together to build friendships whilst striving for excellence.

OUR APPROACH TO PROMOTING EQUALITY

- The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment: promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.
- Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds, which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

A COHESIVE COMMUNITY

- St. Anne's CE Primary School serves a wide and diverse community encompassing the village of Oldland Common and its surrounding area.
- Our school community contains a diverse range of pupils from a variety of ethnic backgrounds, religions and languages. Part rural and part urban, geographically; Oldland is partly in the country, yet on the edge of both Bristol and Bath

In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

PUPIL 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 take account of socio-economic circumstances. Any disparities, which are identified, will be addressed through targeted curriculum planning, teaching and support.

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 marginalised.
- We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are consulted about their learning.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEN.
- Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- 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.

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
- 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 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 gender.
- 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

BEHAVIOUR AND ATTENDANCE

- This school expects high standards of behaviour from all pupils.
- We have procedures for disciplining pupils and managing behaviour that are fair and apply 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 (see Behaviour Policy)
- 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 South Gloucestershire Local Authority policies
- All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- Adults in school take care to lead through example, demonstrating high expectations of all 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.
- We expect full time attendance from all our pupils but respect the need for some religious observances during term time and will support pupils needs with this.

PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY

- Information and meetings for parents are made accessible for all.
- Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.
- 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.
- Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- 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 pupils, 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.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
- The school adheres to recruitment and selection procedures, which are fair, equitable, and in line with statutory duties and South Gloucestershire Local Authority guidelines.
- 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.

LINGUISTIC DIVERSITY

We recognise and celebrate the linguistic diversity in British society and look for opportunities to enrich the curricular experience of all our pupils by:

- Highlighting how English has borrowed from other languages
- Raising awareness of the similarities and differences between English and other languages.
- Reflecting the multilingual nature of our wider society in our resources and displays.

RACE EQUALITY

St. Anne's CE Primary School recognises its duty to:

- Promote equality of opportunity
- Promote good race relations

- Eliminate unlawful racial discrimination.

In order to do this, the governors have:

- Drawn up this Equality Policy, which includes Race Equality, the policy is reviewed annually. Our policy for promoting inclusion and managing diversity is supported by clear procedures for reporting and dealing with racial incidents.
- Set up procedures to assess and monitor the impact of this policy – especially through analysis of pupil attainment.

DISABILITY EQUALITY

Following consultation amongst all stakeholders, St. Anne's CE Primary School has drawn up a Disability Equality Scheme (DES) with clear areas for development.

GENDER EQUALITY

Following consultation amongst all stakeholders, St. Anne's CE Primary School has drawn up a Gender Equality Scheme (GES) with clear areas for development.

ROLES AND RESPONSIBILITIES

Everyone who works at St. Anne's CE Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.

- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor, (Sean Quinn & Sue Abrahams - January 2017) as well as part of the ongoing work of the inclusion committee.

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils).
- Monitoring exclusions.

MONITORING, REVIEWING AND ASSESSING IMPACT

This policy is supported by the school's disability and gender equality schemes and an equality action plan.

The DES and GES run for 3 years but are reviewed and reported upon annually to the governing body.

The School Development Plan ensures the DES and GES form an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed annually by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The Headteacher will provide monitoring reports for review by the Governing Body.

These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against: The South Gloucestershire
Local Authority audit tool- 'Promoting Equality of Opportunity'
Community Cohesion Education Standards for Schools' (DfES, Home Office
and Commission for Racial Equality 2004),
'Guidance on the duty to promote community cohesion' (DCSF 2007, ref.
00598-2007)
'Our Shared Future'
(Commission on Integration and Cohesion, 2007)
The Equalities Act 2010