

St. Matthew's Church of England Primary School

Equality Act Policy



Our Vision is
'to enable our whole school
community to live life in all its
fullness.'

This school is committed to safeguarding and promoting the welfare of our children and this policy supports this commitment.

Date: Spring 2021
Review Date: Spring 2025

**St. Matthew's
C of E Primary School**



Why we have developed this Equality Policy

This Equality Policy for St Matthew's brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimization;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Analysis of the school population in December 2020 was:

45% Girls

55% Boys

25% Ethnic Minority

24% English as an Additional Language (EAL)

10% Special Educational Needs (SEN)

10% Free School Meals (FSM)

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimization.
- 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.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes.

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. For example:

The school gathers information on the pupil population broken down by ethnicity and gender.

The EAL Co-ordinator keeps a record of pupils who speak English as an additional language, the number of languages spoken in the school and pupils ethnicity. The Special Educational Needs Co-ordinator (SENCo) carries out gender analysis of the pupils identified on the SEN Register. Analysis of class registers identifies the number of boys and girls within each class.

The school gathers information about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

The school carries out its own assessment analysis, using SIMS – Strategic Information Management System, looking at pupil attainment and pupil progress in relation to Gender, EAL, FSM and SEN. This is carried out by Subject Leaders, the SENCo and the Senior Leadership Team, then it is reported back to the Governing body through the Standards Committee.

The school makes use of external data analysis such as Analyse School Performance (ASP) to look at Ethnic Minorities, Gender, SEN, FSM, EAL and in relation to pupil mobility.

A senior member of staff has special responsibility for equality matters.

Pupil Premium money is targeted to specific groups.

The school is dedicated to closing the achievement gap of children with SEN and FSM children and targets each child according to his/her need and ability.

There are many intervention programmes take place for our pupils with SEN or additional needs. Our SEN pupils and pupils with additional needs make good progress. A rigorous tracking system allows us to carefully monitor the progression of each pupil and these add to our provision for the following term or year.

The governing body has approved policies relating to Administration of Medicines and children with medical conditions. These policies are directed towards enabling children with medical needs to receive a full and satisfying education within the school environment.

Emotional and well being

As a whole school, we introduced mindfulness to help children and staff develop ways of calming.

External Agencies:

There are close and effective links with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

There are clear procedures for dealing with prejudice-related bullying and incidents. See Anti-bullying Policy and Behaviour Policy.

Our Staff

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. These characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religious belief, sex and sexual orientation With

regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We ensure the safety and well-being of our staff, take seriously, and act on incidents of harassment and discrimination recognizing that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Complaints Procedure:

If at any time, you feel that this policy has not been implemented fairly then this can be dealt with by following the school's complaint procedures.

Our objectives:

- To close the achievement gap between FSM and Non-FSM pupils at KS1 and KS2.
To achieve this we will:
 - Regularly monitor assessment data.
 - Timetable targeted support for underachieving pupils.
 - Timetable targeted groups to provide additional challenge for higher achieving pupils.
- To ensure that school activities and events are inclusive for all members of the school community.
To achieve this we will:
 - Provide visual images to communicate events/activities for families who have limited understanding of English.
 - Promote local services for families to access e.g. local charities, family support and local authority services.
 - Review the planning of an event/activity prior to the date of it to ensure it will be accessible and inclusive of all the school community.
 - Offer support to families on low incomes towards the costs of a school trip to ensure all pupils are able to participate.