



***Banks St. Stephen's Church of England Primary School***  
***"Belonging, Serving, Succeeding"***

Vision for Banks St. Stephen's Church of England Primary School

"We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed."

## **EQUALITIES POLICY**

**Reviewed October 2022**  
**Due for review by October 2024**

# LANCASHIRE COUNTY COUNCIL

## EQUALITIES POLICY GUIDANCE FOR SCHOOLS

### Aims of Policy

The policy outlines the commitment of the staff, pupils and governors of Banks St Stephen's CE Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means recognising and addressing 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.
- St Stephen's 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 her or his potential.

## 1 School in Context

Banks St Stephen's CE Primary School is a smaller than average-sized primary school with 172 pupils on roll in Years 1-6. 50% are boys and 50% are girls.

The school is a Church of England Voluntary Controlled School, which works closely with the Church and the local community. The children come from a wide variety of socio-economic backgrounds. The majority of children are White-British and 20 pupils have English as an additional language. 100% of staff and governors are from White British backgrounds. First languages spoken in school are Portuguese, Bulgarian, Malayalam, Polish, Lithuanian and Mandarin Chinese.

15 pupils are on the SEND register. Our school is accessible for all users including those who require use of a wheelchair. There are no pupils with a known disability. There are currently four looked after pupils in school.

## 2 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](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>

## 3 Roles and Responsibilities

- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body;
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy;
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to

incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues;

- 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 all visitors to the school adhere to our commitment to equality.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is .....

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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

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 all visitors to the school adhere to our commitment to equality.

## 4 Eliminating discrimination

At Banks St. Stephen's C of E School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and matters of equality (e.g. progress of pupil premium children, reporting of homophobic or racist incidents) are regular items in the staff and governor meeting agendas.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 5 Fostering good relations

Because of our school vision and values, we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies/collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we may also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies/collective worship, and organising school trips and activities based around the local community

All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 6 Publicising the Policy and Plan

At Banks St. Stephen's C of E School, we are committed to equality. Our equality Policy is publicised on our school website and there is a link in our staff handbook. Copies are available on request.

## 7 Equality Objectives

***“Be ambitious for the achievement of disadvantaged children, Gypsy/Roma/traveller children and children who have English as an additional language and increase the number of these children working at or above age related expectations in all areas of the curriculum.”***

St Stephen's 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 children and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of information for our pupils/students:

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 future 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 data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

## 8 Monitoring Arrangements

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As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying

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.

Banks St Stephen's CE Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

We aim to recruit an appropriately 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, for example, applicants for employment Equal Opportunities Monitoring Forms, attendance at training events, disciplinary and grievance cases and staff appraisal/performance management.

It is essential that all members of staff, governors and parent helpers sign up to our confidentiality policy to protect all concerned.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy is the Headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions;
- Work with the governing body on matters relating to equality;
- Support evaluation activities measuring the impact and success of this policy.

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

## 8 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.