



## Single Equalities Policy 2021-22

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

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

- Pupils positively understand their worth and potential-and that of others.
- Pupils develop skills, knowledge and enthusiasm for ongoing learning through an inspiring curriculum.
- Pupils grow in emotional and spiritual resilience, surrounded by God's love.

This policy outlines the commitment of the staff, pupil 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. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Human Rights Act 1998, Special Educational Needs and Disability Regulations 2014, Education and Inspections Act 2006, Equality Act 2010, Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, Public Sector Equality Duty (PSED) General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following: DfE (2014) 'The Equality Act 2010 and schools.'

This policy operates in conjunction with the following school policies: Admissions Policy Complaints Procedures Policy Behaviour Management Policy Anti-bullying Policy SEND policy Safeguarding & Child Protection Policy

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)*

One of our school aims states: "Pupils positively understand their worth and potential and that of others."

Ofsted said, "Pupils with special educational needs and/or disabilities, including those with autistic spectrum disorder or other complex conditions, make excellent progress alongside their peers."

### **Our School Context**

- We currently have more boys than girls in school. There are 80% of schools nationally with more girls than us.
- 21% of children in school are from backgrounds other than white British.
- 10.4% of children at St. Paul's have English as their second language.
- Currently all staff members are white British.
- School, now has children from many countries with at least 13 different languages spoken.
- 8% of pupils have a known disability- such as Diabetes, VI, Physical disability, ASD,ADHD, Dyslexia, etc.
- 3% of staff have a known disability.
- 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 three previously looked after children
- We have children attending our school from at least 4 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.

### **Policy Development**

This policy applies to the whole school community. It was drawn up as a result of the outcomes of a transparent process and through consultation with staff, governors and parents, and reviewed yearly.

### **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, disability, 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.

Due regard is given to the promotion of equality in the School Improvement plan. The person with overall responsibility for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their role is to:

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

### **Developing Best Practice**

#### **Learning and Teaching**

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 contributions to 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.

### **Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- 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.

### **Commissioning and procurement**

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.

## The measurement of Impact of the Policy

This policy will be monitored and evaluated regarding its impact on pupils, staff, parents and carers, within the different groups that make up our school. An action plan will be published, to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## 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.

## Annual Review of progress

We are required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to information. Taking this single equality approach, we incorporate all requirements into one annual report which meets the requirements of the legislation and which will then formulate the basis for the subsequent annual action plan.

### 2019/20 Objectives Review

The legal requirement is to publish at least 1 objective. We chose to have 2 objectives in the year 2019-20

#### **Narrowing the gaps:**

To narrow the gap in attendance rates between SEN/D children and other children throughout the school.

Feedback- Attendance of non-SEND/D pupils is still better than SEN/D but with just a 1.1% difference between SEN Support and non-SEN. SEN/D attendance is much better than the average PA (Persistent Absentee rate) of 86.5% at 95.9% . This was not an ideal year to measure attendance due to covid-19!

#### **Fostering Good Relations:**

To promote and enhance relations to involve all parents in supporting their child's education.

Feedback-we have extended our range of ways to communicate with parents in the last year. Lockdown meant that all staff had contact emails for all parents and contacted them from their school email throughout lockdown. Staff became more accessible to parents especially those who struggle to come into the school building or work late. This is in addition to previously established routes such as phone calls and attending meetings within school  
A school and FOSSY (PTA) Facebook page was set up that is available to all parents. Posts reach a large majority of families including difficult to reach parents. Over lock-down the engagement was massively and positively increased. From this, school are now using their own Facebook page more often to share information and news. Newsletters are now emailed to parents directly in addition to being posted on the website and FB.

### 2020/21 Objectives Review

#### **Fostering Good relations:**

To make sure all children's cultural backgrounds are acknowledged, celebrated and used as a valuable resource within school.

Feedback-It has been difficult over the past year to invite visitors into school. Over lockdown children received their entitlement to the whole curriculum as far as possible. Children joined in with songs from different times and cultures on Charanga and Geography, History and RE topics were taught. Where able, staff will use their knowledge of children's backgrounds when planning e.g. by changing the country of study in Geography. This objective needs to be carried forward in 2021/22 as again the children were in bubbles and for one period not at school.

**Narrowing the gaps:**

To narrow the gap in attainment between SEND children and other children throughout the school, that has widened during lockdown.

Unfortunately a second lockdown occurred during this plan. Children with SEN/D were allocated places but not all parents chose to take the places up. Staff differentiated work but completion was patchy. Parents were not always a substitute for a trained staff member. Next year's plan will include tutoring for some of our disadvantaged children including those with SEN.

**2021/22 Objectives****Fostering Good relations:**

To make sure all children's cultural backgrounds are acknowledged, celebrated and used as a valuable resource within school.

**Narrowing the gaps:**

To narrow the gap in attainment between SEND children and other children throughout the school, that has widened during lockdown.

**Promote understanding and respect of differences:**

To educate children about a range of disabilities including hidden disabilities. This year we will look at HI/VI/Autism.