



**St Bartholomew's C of E Primary School**

Strawberry Lane, Armley, Leeds, LS12 1SF



# St Bartholomew's C of E Primary School Single Equality Plan

Policy Date: November 2024

Review date: November 2025

**St Bartholomew's is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.**

## **BARTS: Believe, Achieve, Respect, Together, Succeed**

St Bartholomew's C of E Primary School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by St Bartholomew's governing body with the help of the Headteacher/ SLT /parents/pastoral staff /staff/children in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the Inclusion policy, admissions policy, anti-bullying policy and the behaviour policy. Please see policies on the school website, in the induction file and in the computerised files available in the school office.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## **School profile**

At St Bartholomew's we take every possible opportunity to celebrate and promote equality and diversity in our ever changing world. We firmly believe that in order for children to grow up and be respectful towards each and every person they meet in life, this must be taught in school and be promoted amongst the wider community. Everyone who comes into contact with our school has the right to do so, feeling that they are a welcome addition and that they will receive the respect that they deserve. At St Bartholomew's everyone is welcome!

St Bartholomew's is a large Voluntary Controlled Church of England Primary school, in Armley, Leeds.

We serve an inner-city community, with very high levels of deprivation:

Figures from the January 2023 school census reveal that:

- 40% of children were eligible for Free School Meals (FSM), compared to 26% for Leeds primary Schools and 24% for state-funded primary schools nationally.
- 77% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 39% for Leeds primary schools and 37% for state-funded primary schools nationally.
- 35% of children had English as an additional language (EAL), compared to 23% for Leeds primary schools and 22% for state-funded primary schools nationally.
- 17% of children had special educational needs (SEN), compared to 16.5% for Leeds primary schools and 13.5% for state-funded primary schools nationally.
- 45% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 27% for Leeds primary schools and 25% for state-funded primary schools nationally.

## Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headteacher and SLT have the day-to-day responsibility for coordinating the implementation of this scheme.

### The governing body

The governing body will:

Create and approve this policy with the help of the headteacher/SLT / pupils/parents/pastoral staff and ensure that is adopted correctly throughout the school

- ensure the school complies with all equality legislation and that the school's equality objectives complement the *Every Child Matters* outcomes for children
- monitor and evaluate the effectiveness of the equalities plan *on a regular basis* and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

### The Headteacher and Senior Leadership Team

The Headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

### Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

## Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

### ➤ **Race**

What impact have we already had on race equality in our school?

Our school ensures that steps are taken to ensure that any barrier to achievement/progress for any ethnic group is removed. Attainment for ethnic groups is monitored effectively and frequently children are identified for support. We have a range of support for targeted individuals, groups and families such as family support, celebration weeks eg Multicultural week, family learning eg English for Parents and other courses. We are currently working towards an anti-racism award. Our attendance monitoring ensures detailed tracking for all key groups which shows a positive impact in terms of more regular attendance and improved punctuality. The St Barts curriculum offers a range of

creative activities which have had impact on race equality and community cohesion. The school takes part in national days to celebrate things such as anti-racism eg Wear Red Day 2024. The school also takes part in projects such as the Arouj Project where pieces of writing are published which celebrate diversity. The school has also modified the curriculum eg year 6 children study The Ancient Islamic Civilisation and Windrush Generation.

Areas for Development

We are continuing to work towards the anti-racism award.

To continue to improve attendance for targeted groups.

To continue to monitor progress and increase levels of attainment by the end of EYFS, KS1 and KS2 for all significant groups.

➤ **Disability**

What impact have we already had on disability equality in our school?

We continue to ensure the working environment can enable all members of staff and children to access areas. We have three disabled toilets and a care suite. We have a lift which offers transport to the second floor. Flexible working has supported staff and has met needs. In some of our year groups we have children with disabilities. We have set up a school made provision base to support neuro-diverse pupils with disabilities. We have sourced appropriately trained staff and ensured that we have relevant resources to meet their individual needs. There are ramps and sloping paths to entrances around school for easy access. The school completes WASPs for staff to ensure support, IPRA's are completed for pupils.

Areas for Development

Our school is committed to working with all relevant agencies and specialist staff to ensure that we meet any needs a child or member of staff may have.

You can find all the information about our school's SEN provision including our provision for inclusion in the school's Inclusion policy and the school's accessibility plan.

➤ **Gender and transgender**

What impact have we already had on gender equality in our school?

Attainment and progress is closely monitored for boys and girls. Through action planning and a review of the curriculum we have seen an impact on overall levels of attainment and progress for boys and girls. We have supported individual pupils who have questioned their gender or sexuality as they have progressed through school and will continue to support any pupil or staff member in the future.

Areas for Development

To continue to monitor the progress of boys and girls and continue to adapt and personalise the curriculum to meet the needs of each cohort in order to raise attainment. This is done through pupil progress meetings. Continue to support individuals in relation to gender and transgender questioning.

➤ **Religion or belief**

What impact have we already had on religious / belief equality in our school?

The school follows the Leeds agreed Syllabus 'Believing and Belonging' and the worship syllabus 'Roots and Fruits' and picture news which ensures that we have an impact on equality of religion or belief at St Bartholomew's and that worship is structured. The school has an active worship council which supports equality of religion and belief. Staff have received training on courageous advocacy and spirituality.

Areas for Development

The school is working hard to empower the children on courageous advocacy and we are continuing to develop spirituality links in school.

➤ **Sexual orientation**

What impact have we already had on sexual orientation equality in our school?

The school fully supports all staff and pupils in terms of sexual orientation. Individual pupils have been supported that have questioned their sexual orientation whilst moving through school. The PHSCE scheme supports an understanding of sexual orientation and reading schemes and reading spines are also supportive.

## **Promoting equality and social awareness in school and within the local community**

### **Community cohesion**

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **Inclusion policy**.

### **Pupil voice**

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

The school has a Pupil Parliament and other key student groups eg mindmate ambassadors which represent pupil voice across the school.

### **Recruitment**

St Bartholomew's C of E Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. *St Bartholomew's C of E Primary School* acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **recruitment policy**.

### **Staff**

## **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Staff discipline and suspension**

St Bartholomew's C of E Primary School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

## **Behaviour, exclusions and attendance**

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school *attendance, behaviour and exclusions policies* for more information on the processes surrounding these topics.

## **The curriculum**

**The school has a curriculum team and a PHSCE team which ensure that curriculum equality is prominent and explored in the PHSCE curriculum and in other subject areas.**

## **Monitoring and review**

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

*At regular intervals* the *headteacher/senior leadership team* will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

### Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

### Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community. A discussion is held prior to ratifying the policy.

### Reporting on our progress

The school will share

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**Signed by**

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**Chair of governors**

**Date: .....**

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**Headteacher**

**Date: .....**

**This policy will be reviewed:**

- In line with policy review dates. It is recommended that this policy is reviewed annually.
- at regular intervals, after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.