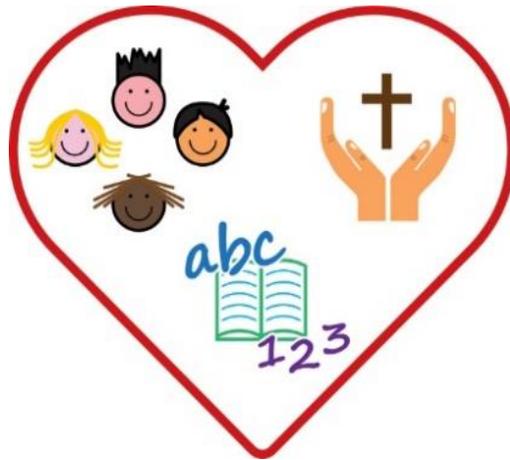


ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



SINGLE EQUALITIES POLICY & ACTION PLAN

Reviewed: October 2020
By: L Walton
Date of next review: October 2021

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St Matthew's Church of England Primary School and Nursery Single Equalities Policy & Action Plan

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.
We can all **'Be blessed by God, be happy and aspire to be...'**

STATEMENT OF PRINCIPLES

The Single Equalities policy is intended to replace/cover the following:

- Race Equality Policy and Action Plan
- Disability Equality Scheme and Action Plan including Accessibility Plan
- Gender Equality Scheme and Action Plan
- Equal Opportunities Policy including:
 - Sexual orientation
 - Age
 - Religion or belief
- A strategy for promoting community relations

The Single Equalities Policy outlines the commitment of the staff, pupils and governors of St Matthew's school to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody 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 equal opportunity 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
- The Church and other faiths
- Visitors to school
- Students on placement

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- Volunteers in school

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 wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

We aim to:

- provide a secure environment in which all our children can flourish and achieve. To enable them to be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity; • actively challenge discrimination and disadvantage;
- include all through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

At St Matthew's, equality is a key principle for treating all people fairly and creating a community & society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

SCHOOL IN CONTEXT

The standard procedures and processes of our school – disability (Formally the Disability equality policy)

The provision for pupils, staff and other adults with disabilities:

- The school is an old building and currently only has access to the second floor using stairs. All the ground floor is accessible. The newer, separate Nursery building is fully accessible to wheelchair users. Changing facilities are provided on the ground floor for pupils who need these.

The standard procedures and processes of our school – gender (Formally the Gender Equality policy).

- The school scrutinises performance data to enable teachers and leaders to identify and reduce any barriers that may exist due to gender in order to raise standards and prevent any potential underachievement.

The standard procedures and processes of our school – race (Formally the Racial Equality Policy).

- Our school community is ethnically diverse. The school scrutinises performance data to enable leaders and teachers to identify and reduce any barriers that may exist due to race.

The standard procedures and processes of our school – community cohesion

The school's community cohesion will be addressed through the SIP. The effectiveness is highlighted in the school's SEF.

- Links with St Matthew's CE Church
- Strengthening links with the community through inviting to celebrations and church services e.g. Harvest and Easter Services,
- Links with local Nurseries, Mosques and other religious groups.
- Forging links with local businesses
- Forging links with local support agencies and charities e.g. Fareshare, foodbanks etc
- School Council
- Pupils Ethos group
- Parents, Teachers and Friends Association (PTFA)
- Parental Volunteers

ETHOS AND ATMOSPHERE

At St Matthew's, the leadership of the school community will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All

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pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the 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 daily worship, classroom based and externally based activities

POLICY DEVELOPMENT

This policy applies to the whole school community. It has been drawn up as a result of a process of consultation with stakeholders. The policy and its objectives are reviewed annually with a questionnaire, usually in the Summer Term.

St Matthew's school is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Single Equality Policy is followed.

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's single equality policy;

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- produce a report on progress for governors annually.

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

MONITORING AND REVIEW

St Matthew's is an inclusive school and nursery, 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 his or her potential. We collect and analyse a range of equality information for our pupils/students such as: attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, we ensure that data is analysed in terms of ethnicity, disability, gender, free school meals, along with other criteria.

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through 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 plans as necessary.

Resources are available to support groups of pupils where the information suggest 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 and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to school 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, issues relating to disability, sexism, homophobia and all forms of bullying
- Parental involvement

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- 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.

St Matthew's School & Nursery is also committed to providing a working environment free from discrimination, bullying and 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:

- Applicants for employment
- Staff profile,
- Governing body profile
- disciplinary and grievance cases
- staff appraisal and exit interviews.

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 and action plan 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 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 for life 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
- Promote 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
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

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- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- 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
- Make best use of all available resources to support the learning of all groups of pupils
- 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 enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must 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 will be given to the physical learning environment - both internal and external, including displays and signage

Curriculum

At St Matthew's school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity

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- 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
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and materials

The provision of good quality resources and materials within St Matthew's school is a high priority. When creating materials for teaching and when auditing and ordering new resources and materials we ensure that resources :

- 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 St Matthew's 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 identified at the beginning of this document
- 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 St Matthew's 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 helpers, coach drivers) by providing them with written 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 St Matthew's 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

Bilingual pupils are encouraged to use their first language effectively for learning.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised 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 opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical
- boundaries to some career aspirations)
- 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 the 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 all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

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- 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 all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

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.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school
- with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

ROLES AND RESPONSIBILITIES

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

COMMISSIONING AND PROCUREMENT

St Matthew's School is required by law to ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

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MEASUREMENT AND IMPACT OF THE POLICY

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from 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.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required. An annual action plan is developed through dialogue with all stakeholders and questionnaires received from within the school community. The proposed date for questionnaires is **Autumn term annually**.

PUBLICISING THE POLICY AND PLAN

The policy and plan will be publicised with staff and Governors and will be shared with parents and the wider community on the school website.

ANNUAL REVIEW OF PROGRESS

An annual review of the school action plan will be undertaken and will be reported to stakeholders. The proposed date for questionnaires is Summer Term annually. The policy must be reviewed annually.

**Single Equality Action Plan
2020- 2023**

Objective 1	To narrow the gap in levels of achievement between those for whom English is not their first language, and those who have English as their first language.	
Strand:	Race	
Timescale:	July Autumn 2020 and ongoing	
Task:		Responsibility: Subject Leaders and Class Teachers
		SLT
Review/Assessment	Subject leader review of across the curriculum. Pupil Progress Meeting termly monitoring	

Objective 2:	To improve access to the upper floor in school	
Strand:	Disability	
Timescale:	Spring 2021 – Spring 2022	
Task:	Detail: Within the new building project, plan for a lift	Responsibility:
		HT & Governors
Review/Assessment	Building inspections after building project	

Objective 3:	To improve toilet facilities	
Strand:	Gender & Disability	
Timescale:	Spring 2021 – Spring 2022	
Task:	Detail: Within the new building project, plan for toilets on both floors. Plan for disabled access toilet on both floors.	Responsibility:
		HT & Governors
Review/Assessment	Building inspections after building project	