**St Matthew’s CEP School**

**Equality Policy 2017-2019**

**Our Mission Statement**

*‘St Matthew’s CEP School is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment welcoming children drawn from diverse cultures’*

**Statement of Principles**

The 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 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

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. At St Matthew’s 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.

**Ethos and Atmosphere**

● At St Matthew’s School, 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 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 and are frequently monitored

● 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 has been drawn up as a result of the outcomes of a transparent process and through consultation with:

* Members of the Senior Leadership Team
* Governors
* Staff (teachers, support and welfare)
* School Council
* Pupils
* Parents

**Monitoring and Review**

St Matthew’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.

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 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, disabilism, sexism, homophobia and all 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. St Matthew’s 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.

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 Head-teacher’s. 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**

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

● 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 places 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 provides 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

● 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 rewards which recognise attainment and achievement and promote progression

**Resources and Materials**

The provision of good quality resources and materials within 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 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

**Additional 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 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 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 1

**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 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

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

**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 head-teacher 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 head-teacher 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 will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

**The Measurement of 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.

**Publicising the Policy and Plan**

The policy will be published on the school’s website.

**Annual Review of Progress**

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

**Specific duties - Information and objectives**

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

a) to publish information which shows they have due regard for equalities, as defined by the Act;

b) to publish at least one equality objective.

**Responsibility**

We believe that promoting Equality is the whole school’s responsibility:

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| School Community | Responsibility |
| Local Governing Body | 1.1.1. Ensure that the school complies with the appropriate equality legislation and regulations.  1.1.2. Meet its obligations under the Public Sector Equality Duty to publish equality objectives.  1.1.3. Ensure that the school’s policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.  1.1.4. Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.  1.1.5. Ensure that the school’s Admissions Policy does not discriminate in any way.  1.1.6. Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.  1.1.7. Proactively recruit high-quality applicants from under-represented groups.  1.1.8. Provide information in appropriate and accessible formats.  1.1.9. Ensure that the necessary disciplinary measures are in place to enforce this Policy.  The LGB aims to involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. |
| Head teacher | As above including:  1.1.1. Implement the Policy and its procedures. 1.1.2. Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.  1.1.3. Ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this Policy.  1.1.4. Actively challenge and take appropriate action in any case of discriminatory practice. 1.1.5. Address any reported incidents of harassment or bullying in line with DfE guidance.  1.1.6. Produce an annual report on the progress of implementing the provisions of this Policy.  The Head-teacher aims to promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. |
| Senior Leadership Team | To support the Head-teacher as above. The SLT aims to ensure fair treatment and access to services and opportunities and ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| All Staff | 1.1.1. Be mindful of any incidence of harassment or bullying in the school.  1.1.2. Address any minor issues of harassment or bullying in the school and report any major breaches of the Policy to the Head-teacher.  1.1.3. Identify and challenge bias and stereotyping within the curriculum and the school’s culture. |
| All Staff | 1.1.4. Promote equality and good relations, and not harass or discriminate in any way.  1.1.5. Monitor students’ progress and academic needs to ensure the appropriate support is in place.  1.1.6. Keep up-to-date with equality legislation and its application by attending the appropriate training.  All the school staff aims to help in delivering the right outcomes for all pupils and uphold the commitment made to pupils/parents/carers on how they can be expected to be treated. They will help co-design and deliver an inclusive curriculum. |
| Parents | Aim to take an active part in identifying barriers for the school community and inform the governing body of actions that can be taken to eradicate these issues. In addition, take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Children | Aim to support the school to achieve the commitment made to tackling inequality and uphold the commitment made by the head teacher on how pupils, parents/carers, staff and the wider school community can be expected to be treated. |

Date Approved by the Local Governing Body – October 2017

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on the DfE website: http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/theequality-act-2010