



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."

Matthew 19:26

Equality Policy

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Next Review Date: September 2024

Aims

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

Legislation and Guidance

This document meets the requirements under 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

Roles and Responsibilities

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 Principal;
- Meet with the Principal annually or when necessary 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 when necessary.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors;
- Identify any staff training needs and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating Discrimination

- 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.
- As part of their induction, the Equality Policy is shared with new members of staff.
- The Principal and governors liaise regarding any issues when appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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:

- Gather 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.

Fostering Good Relations

The school aims 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, PSHE, and 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 dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality Considerations in Decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Duty Information Report) to show we have actively considered our equality duties and work towards our equality objectives.

Equality Objectives

Objective 1: *To review current legislation and ensure all policy and practice is compliant and understood by all members of the school team.*

Why we have chosen this objective: As this policy has recently been updated, and we have new staff in post since the original policy was first adopted, we feel it is important that the staff team are aware of their role in promoting equality across our school and within our MAT.

To achieve this objective, we plan to: Ratify policy and develop equality objectives with school governors. Share this policy with all staff and remind staff of our equality objectives that we all work towards. Review all school policies and make reference to equal opportunities where appropriate. Update equality section on the school website and alert parents to this.

Objective 2: *To monitor and track the achievement of pupils by gender, race and SEND and to act on any trends or patterns that emerge, providing additional support for pupils.*

- To improve pupil outcomes for children with SEND so that at the end of the academic year 2022 85% of SEND pupils across KS1 and 2 will be making expected progress.*
- To narrow the gender gap between girls and boys in reading from 20% at the end of KS2 in 2018 to 7% by the end of 2022.*

Why we have chosen this objective: Data analysis shows us that our SEND pupils are not making sufficient progress in comparison to 'all pupils'. Data analysis also shows us that girls are significantly outperforming boys at the end of KS2 in reading. Therefore, we want to narrow this gap.

To achieve this objective, we plan to: Improve and review our recording systems for pupils with SEND and monitor interventions and provision with increased rigour. Focus on SEND, boys reading and writing as part of our School Development Plan. Review our current practice in terms of 'boy friendly' and purchase new resources if necessary.

Objective 3: *To raise levels of attainment and progress in all vulnerable learners and those with multiple barriers to learning.*

Why we have chosen this objective: We serve a very vulnerable catchment area with 38% (April 2018 Demographics Report) of pupils eligible for FMS and 40% of pupils FSM Ever 6. Data analysis shows that our disadvantaged pupils perform better than non-disadvantaged pupils with attainment but not always with progress.

To achieve this objective, we plan to: Update barriers to learning documentation to ensure the most vulnerable children are identified. Use of Pupil Premium spend to provide learning mentors for pastoral and attendance matters.

Objective 4: *To promote a range of faiths within our Church of England school so that by March 2022 children, staff and parents will have experienced a range of faith leaders and places of worship.*

Why we have chosen this objective: Our SIAMs inspection in March 2017 recognised this as an area of development for us. As a predominantly white British catchment area we felt it was important for the school community to have a better understanding of a range of religions.

To achieve this objective, we plan to: Take an active role in cluster wide activities, such as RE hub, and work closely with our partner school Bishop Bridgeman that is predominantly of Muslim faith. We plan to engage children with the authority run 'Faith Trail' as well as inviting faith leaders into school to share worship with us.

Objective 5: *Ensure all areas of the building and school grounds comply with Government legislation relating to disability (November 2014).*

Why we have chosen this objective: As an inclusive school we want to ensure that all visitors, staff and pupils have access to the school grounds.

To achieve this objective, we plan to: Review legislation and ensure school is compliant. Conduct half termly health and safety checks to ensure site is safe for all visitors, staff, parents and pupils. Update Accessibility Plan when necessary.

Monitoring Arrangements

- The principal will update the equality information we publish at least every year.
- This document will be reviewed the Local Governing Board at least every 4 years.
- This document will be approved by the Local Governing Board.