

# **St Luke's CE Primary School Single Equality Policy**

**Agreed at Curriculum and Community Meeting, May 2016  
Approved by Full Body Meeting, June 2016**

**To be next reviewed Summer 2018**

## 1. Overview

- 1.1** The Equality Act 2010 combines previous duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.
- 1.2** St Luke's CE Primary School is mindful that the Duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between people who share a protected characteristic and those that do not
  - Foster good relations between people who share a protected characteristic and those that do not
- 1.3** At St Luke's, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of *all* children. The achievements, attitudes and well-being of all our children matter greatly to staff and governors.
- 1.4** This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective single equality policy. Therefore,
- we will promote the concept of equality of opportunity throughout the school, both for adults and for all pupils;
  - we seek to develop an understanding of, and promotion of, human equality and equal opportunities;
  - we will promote good relations between members of different racial, cultural and religious groups and communities;
  - we will enable students to take responsibility for their behaviour and relationships with others;
  - we will not tolerate bullying or harassment of any kind;
  - we will promote and uphold the British values of democracy, the rule of law, individual liberty and mutual respect/tolerance of those of different faiths and beliefs
  - pupils will be provided with the opportunity to experience, understand and celebrate diversity.

## **2 Aims and objectives**

- 2.1** To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity, promote British values and foster positive relationships.
- 2.2** To eliminate any discrimination, harassment and victimization - to ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 2.3** To promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.4** To ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.5** To remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.6** To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone.
- 2.7** To challenge personal prejudice and stereotypical views whenever they occur.
- 2.8** To ensure that learners and parents are fully involved in the provision made by the school
- 2.9** To increase transparency
- 2.10** To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

## **3 Attainment, progress and assessment**

- 3.1** The school has equally high expectations of all pupils, and is dedicated to helping all pupils achieve the highest possible standards of achievement. Monitoring of ethnicity, disability and gender is essential to ensure that minority groups are not being disadvantaged. Evaluation of data may result in action planning.
- 3.2** 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 monitor attainment and progress by ethnicity, gender and disability.

- 3.3** School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance via the Learning and Achievement Committee.
- 3.4** In addition to attainment and progress we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy, including bullying.

## **4 Strategies**

- 4.1** The Headteacher, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate. A specific governor has been appointed to lead in this respect: **Sheila Nelson**
- 4.2** Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- 4.3** Parents and governors will be involved and consulted about the provision being offered by the school.
- 4.4** Teachers will ensure that their planning and teaching takes account of this policy and they will ensure that the single equality duty underpins all their work.
- 4.5** The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- 4.6** INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- 4.7** Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- 4.8** The positive achievements of all pupils will be celebrated and recognised.

## **5 The role of governors**

- 5.1** In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

**5.2** The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

admissions	incidents of bullying
attainment	racial and homophobic incidents
exclusions	parents' and pupils' questionnaires
rewards and sanctions	participation in extra-curricular activities
attendance	

**5.3** The Headteacher reports to governors on a termly basis the numbers of incidents of bullying, racial and homophobic incidents and exclusions (via the PHS Committee). Racial incidents are also reported on a termly basis to the LA.

**5.4** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at St Luke's. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities (see Disability Equality Scheme).

**5.5** The governors welcome all applications to join the school, whatever background or disability a child may have.

**5.6** The governing body ensures that no child is discriminated against whilst in our school on account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **6 The role of the headteacher**

**6.1** It is the headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

**6.2** It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

**6.3** The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

**6.4** The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

**6.5** The headteacher promotes respect for other people in all aspects of school life; in collective worship, for example, respect for other people is a regular theme.

**6.6** The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

## **7 The role of the class teacher**

**7.1** Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

**7.2** When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

**7.3** We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

**7.4** All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the headteacher.

## **8 Staff recruitment and professional development**

**8.1** All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality.

**8.2** Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of equal opportunities and racial equality are adhered to. The school will supply the LA with data relating to the racial groups, gender and disability of people appointed to employment in this school.

## **9 Monitoring and review**

**9.1** It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated;

- Publish a disability equality scheme and access plan every three years and monitor its implementation regularly
- 9.2** This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Sharon Cowey**  
**Headteacher**