

St Pauls's CE Primary School

Policy for Equality of Opportunity (including objectives)

Adopted by Governing Body – Autumn 2023

Review schedule- Every 3 yrs

Next review- Autumn 2026 (or sooner if necessary)



School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

Introduction

We are bound by the legal requirements of the Equality Act 2010 and understand our general duty to have due regard for equalities and to comply with two specific duties.

1. To publish information to demonstrate how we are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objectives.

This policy statement outlines the commitment of the staff and Governors of St Paul's CE Primary School to ensure that equality of opportunity is available to all current and potential members of the school community. These include:

- Pupils
- All staff including:
 - Teaching staff
 - Support staff
 - Kitchen staff
 - Premises staff
- Volunteers
- Other professionals working within the school
- Contractors
- Parents
- Governors
- Visitors to the school
- Students on placement
- Applicants for admission or recruitment

Equal opportunities permeate all aspects of school life and are the responsibility of every member of the school community.

Current Equality Objectives

- **To diminish any gaps in attainment between children eligible for pupil premium and their peers**
- **To maintain the accelerated progress of SEND and EAL pupils**
- **To ensure that all new school resources reflect modern Britain**
- **To make strong links between British values and the school's programme of Christian values**
- **To ensure any building work carried out on the school promotes better disabled access and facilities.**

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas is that of the equal opportunity co-ordinator, Lisa Gilchrist.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- age
- disability
- ethnicity and race
- gender
- gender identity/transgender
- marriage and civil partnership
- pregnancy and maternity Leave
- religion and belief
- sexual identity and orientation
- social background
- nationality/citizenship
- mental health
- medical need

In the context of the school we feel the most appropriate definition is that:

*Equal opportunity is the right of everyone to equal chances,
and each individual is respected for who they are.*

Ethos and Atmosphere

- At St Paul's CE Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of that school community.
- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school should be of high quality and reflect diversity across all aspects of equality of opportunity.
- Physical access to the school is via ramp at the front and rear entrances. For other access routes, a ramp can be arranged for disabled pupils, staff or visitors.
- Within the context of our church school, provision is made to cater for and to include the spiritual needs of all the children through planning of both Collective Worship and classroom activities.
- Any acts of inequality or discrimination seen or reported to staff will be challenged and appropriately actioned.

Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own attainment and progress. 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.
- The adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on inclusion. We aim to meet all pupils' learning needs including those with special needs, language needs and the more able by carefully assessed and administered programmes of work (see SEND policy).
- Individual learning interventions are tailored according to the needs of children or changes in circumstance.
- The school aims to provide an environment in which all pupils have equal access to all facilities and resources. The use of mobile classrooms does mean access for some pupils with physical disabilities could be problematic; but resources (including staffing) would be deployed to ensure equal provision was in place.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The Taught Curriculum

At St Paul's CE Primary School, we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes in line with the National Curriculum.

Our planning takes account of the differing needs of pupils and their progression including SEN pupils, focus group pupils and more able pupils as well as indicating opportunities for including Global and Anti-Racist perspectives.

Resources and Materials

The provision of good quality resources and materials within St Paul's CE Primary School is a high priority. These resources should:

- Reflect "the reality of an ethnically and culturally diverse society"
- Reflect a variety of viewpoints
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of the school community consistent with health and safety
- Not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important at St Paul's CE Primary 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 correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At St Paul's CE Primary School, we acknowledge that our school community is significantly less culturally diverse than other schools. Therefore, we create opportunities to provide first-hand experiences for the pupils to familiarise themselves with other cultures.

Extra-curricular Provision

It is the policy of this school to provide equal access to all activities from an early age, e.g. girls playing football, boys playing netball and mixed teams wherever possible.

Summary Guidelines from this policy will be provided for outside providers and volunteer helpers. We aim to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bilingual Pupils

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language
- Traveller children
- Those from refugee families.

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 adults wherever possible.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour, e.g.:

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance or character.

The school has clear, agreed procedures for dealing with incidents such as these (see Pupil Behaviour Policy and Anti-bullying Policy)

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential

We wish to affirm our continuing commitment to reaching out to other cultural groups within our immediate community and beyond.

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is Lisa Gilchrist. She will be responsible for:

- Leading discussions in designated staff meetings, which will include support staff, to discuss issues of equal opportunities within the school community.
- Working closely with Governors.

Monitoring the following to enable the school to see where equality of opportunity needs to be more intensely focused:

- SATs and other assessment results
- Participation in extra-curricular activities (with PE Leader)
- Exclusions and unauthorised absence
- Continuous assessment of children's learning
- Racist and PREVENT incidents
- Results from screening for specific learning needs
- Attendance

This policy will be an on-going document and will be subject to regular review by governors and other stakeholders, including Pupil Voice groups, such as the School Council and the Worship Team.