

Kingston St Mary Church of England Primary School



Equalities Policy & Statement

Equality Statement

Kingston St Mary Church of England Primary School is committed to promoting an understanding of the principles and practices of equality and justice. Our belief is that no-one should receive less favourable treatment on the grounds of: race, gender, disability, sexuality, age, income, religion, colour, ethnic or national origin, marital status or nationality.

Our Equalities Policy outlines how we aim to carry out our commitment to equality; the roles and responsibilities of the head teacher, staff and governing body and how we publish information on what we are doing to promote equality within our school.

- Our policy is informed by the following legislation:
- The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone. If you were subjected to unlawful treatment (eg discrimination, harassment or victimisation) before 1 October 2010, the Equality Act won't apply. Instead, you'll be covered by the legislation that was in force at the time.
- Sex Discrimination Act 1975, which requires schools to ensure that they do not discriminate against either sex in matters or admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services
- The Race Relations Act 1976, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons or different racial groups
- The Human Rights Act 2000, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts
- The Race Relations (Amendment) Act 2000, which includes a positive duty of schools to promote racial equality measures
- The Special Needs and Disability Act 2001, which includes requirements on schools to ensure there is no discrimination against disabled people, including staff and pupils, and to have available information about facilities for disabled people

Scope

This policy applies to:

- all employee and governors, including those working from home;
- other workers (e.g. casual and agency workers and contractors) who have access to information systems.

We recognise that our school community includes, or may include:

- Pupils with special educational needs;
- Children in public care or adopted;
- Children who are young carers;

- Pupils who are at risk from disaffection and exclusion or have been excluded from another school;
- Pupils who need support to learn English as an additional language (EAL);
- Pupils and adults from minority ethnic backgrounds, travellers, asylum seekers and refugees;
- Other children, such as sick children, those children from families under stress;
- People from different faith backgrounds.

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act, is contained in Appendix 1. Our School Values and Vision document (Appendix 2) links to our Equalities Policy.

We aim to:

1. Promote equality of opportunity through vision, strategy and practice.
2. Involve people from different groups in the development and review of our equality work.
3. Eliminate all forms of unlawful discrimination.
4. Eliminate harassment and bullying.
5. Ensure equality of opportunity for all those who are disadvantaged.
6. Narrow the attainment gap in outcomes for children and young people.
7. Improve other outcomes where we identify inequality.
8. Take positive action to meet needs, even if this requires more favourable treatment.
9. Increase participation of under-represented groups in activities and public life.
10. Promote positive attitudes and good relations between people from different groups and support community cohesion

We are guided by nine principles:

1. All learners, parents/carers, governors and staff are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We consult and involve widely.
7. Society as a whole should benefit from successful practice.
8. We base our practices on sound evidence and openness about the issues that face us.
9. We formulate and publish specific and measurable objectives.(Appendix 1)

The curriculum: We keep each curriculum area under review in order to ensure that teaching and learning reflect the nine principles set out above.

Ethos and Organisation: We ensure the principles listed above apply to the full range of our policies and practices.

Addressing prejudice and prejudice-related bullying: The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We will report racial incidents on a regular basis to the local authority.

Roles and Responsibilities:

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governing Body monitors the implementation of this policy and its impact upon the school community.

The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

1. Promote an inclusive and collaborative ethos in their classroom
2. Deal with any prejudice-related incidents that may occur
3. Plan and deliver lessons that reflect the principles in paragraph 4 above
4. Support pupils in their class who have particular needs arising from disability, special educational needs, or for whom English is an additional language or who are travellers
5. Keep up-to-date with equalities legislation relevant to their work.

Information and resources: We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious observance: We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training: We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams, to ensure that we are able to meet our obligations under the Equality Act.

Monitoring and Evaluation: We collect, study and use quantitative data and qualitative evidence relating to the implementation of this policy, and make adjustments as appropriate. When collecting and analysing data on achievement we break it down to monitor and compare outcomes for pupils with and special educational needs and disabilities, ethnicity, pupil premium and gender.

Meeting our specific duties under the 2010 Equality Act

We prepare and publish equality objectives and review our progress towards them and publish information annually on our school website to show that we have complied with our general duties under the Act.

For the period from **December 2022 to December 2023** our equality objectives are:

- **Ensure the new curriculum and resources promote equality across the school.**
- **Narrow the progress gap between vulnerable and non-vulnerable groups with a particular focus towards children with SEND and to improve the monitoring of this.**

Under the 2010 Equality Act, we have two specific duties:

1. Publish information to demonstrate our compliance with the general duty to promote equality
2. Prepare and publish one or more equality objectives

1. Information about what our school does to promote equality:

Data about the school population and differences of outcome	
The school has data on its composition broken down by year group, gender, ethnicity and by proficiency in English.	This information is updated in our annual data analyses. Statutory data results are available on the DfE.Gov website, Compare Schools https://www.compare-school-performance.service.gov.uk/school/123795/kingston-st-mary-church-of-england-primary-school/primary
The school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	This information is available from the Headteacher.
The school has data on inequalities of outcome and participation of different groups (gender, SEN, Pupil Premium, EAL) The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	Statutory data which includes a breakdown is available on the DfE.Gov website, Compare Schools https://www.compare-school-performance.service.gov.uk/school/123795/kingston-st-mary-church-of-england-primary-school/primary
The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.	Our objectives for the December 2019-December 2020 are based on our data analyses.
Documentation and record-keeping	
There are statements of and references to the school's responsibilities under the Equality Act in various school documents, for example our Vision & Values, Equality Policy and School Self-evaluation & Improvement Plan, Governor Minutes, staff meetings	Our Equalities Statement and Policy is available on our website. Several other relevant documents are also available on our website: www.ksmprimary.com
Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their impact on all groups.	If you wish to see records relating to particular decisions, please contact the school office.
Behaviour and safety	
Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report: A link to this can be found on our school website: www.ksmprimary.com
Curriculum & Standards	
Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs or Disabilities) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact: Mrs Fiona Robinson (SENDCo)
There are opportunities within the curriculum provision for children learn about and discuss equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	See curriculum maps on the school website. www.ksmprimary.com
There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.	If you wish to discuss equality matters related to curriculum materials please contact the headteacher.
Consultation and involvement	
The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted with parents and the community include the parent/carers questionnaire.
The school has procedures for finding out how pupils think and feel about the school.	Examples of how we have consulted and involved pupils include the School Council.

2. Objectives for the December 2022 to December 2023 period are:

Objective:	Narrow the progress gap between vulnerable and non-vulnerable groups with a particular focus towards children with SEND and to improve the monitoring of this.
Action:	<p>Review progress measures for children with SEND and track according to these.</p> <p>SEND specific book looks as part of SLT and whole school.</p> <p>Revisit Quality First Teaching to ensure needs of SEND children are being met at classroom level.</p> <p>Clarify criteria for placement on the SEND Register.</p> <p>Update and share with teachers the universal provision maps (Quality First Teaching strategies) which should be tried before referral to the SENDCo.</p> <p>All teachers fully understand and implement these strategies and headteacher and SENDCo to monitor this.</p>
Responsibility:	Headteacher and SENDCo
Success criteria:	Pupil tracking for progress of SEND children will be more accurate and will allow for recognition of their progress especially for those within the below Age-related Standards bracket.
Review:	March 2024

Objective:	Ensure the new curriculum map and resources promote equality across the school.
Action:	<p>Create (within our updated curriculum) a provision map which clearly identifies in each year group opportunities to learn about and celebrate different cultures and faiths.</p> <p>Review curriculum materials across all subjects and ensure they include positive images of all people including: disabled people; women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.</p>
Responsibility:	<p>Headteacher to oversee</p> <p>RE Lead</p> <p>RE Teacher</p>
Success criteria:	<ul style="list-style-type: none"> ✓ Children will have multiple opportunities to learn about other cultures and faiths. ✓ They will learn from visitors from other faiths and culture and through visiting different places of worship. ✓ They will develop their understanding of difference and same, and discuss these respectfully.
Review:	March 2024

