



From Little Acorns Great Oaks Grow

EQUALITIES STATEMENT

1. Our commitment:

St Katharine's Primary School is committed to ensuring equality of opportunity and inclusivity for all members of our school community:

- pupils who attend the school,
- their families,
- those who are employed by the school,
- our visitors
- other users of school facilities and services.

We celebrate and value diversity in our community.

This commitment recognises that it is not enough to treat everyone the same: we aim to understand and address any barriers which could lead to unequal outcomes for different members of our community.

Our 3 aims are:

1. Removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

2. The Law

Under the Equality Act 2010 it is unlawful to discriminate against an individual because of:

- Age
- disability and health
- ethnicity and race
- gender
- gender identity and transgender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion and belief
- sexual orientation

These are known as Protected Characteristics. In addition to the protected characteristics above, at St Katharine's Primary School we include:

- children in care
- young carers
- pupils with special needs including high achievers, home language not English, children with EHCPs.
- pupils who are socio-economically disadvantaged
- Gypsy, Roma and children of traveller families

As a school, we have a general duty to:

- consider how our policies and procedures impact on pupils and staff
- eliminate discrimination, harassment and victimisation
- advance equality of opportunity: being proactive in removing barriers, avoiding stereotypes, promoting equality at every opportunity
- foster good relationships between people who share and people with different protected characteristics.

3. Related policies

We recognise that equality and diversity are integral to all school activities and therefore the following policies will be monitored and reviewed in line with our Equalities Statement:

All policies affecting pupils including:

- Admissions procedure
- Anti-bullying policy
- Behaviour policy
- Staff code of conduct

All policies affecting teaching including:

- Curriculum Policy, including extra-curricular activities, Collective Worship, PHSE

All policies affecting staff including

- Recruitment and selection, performance management, pay policy, leave of absence

All general school policies including:

- Health & Safety

4. Responsibilities

All members of the school community have a responsibility for supporting the equality agenda. Responsibilities are laid out as follows:

4.1 The Governing Body is responsible for ensuring that:

- the school complies with all relevant equalities legislation
- the Equalities Statement and Objectives are maintained and updated regularly
- procedures and strategies relating to equality are implemented
- on behalf of the governing body, the personnel and welfare committee has an overview of equalities issues.

4.2 The Headteacher and Senior Leadership Team are responsible for:

- providing leadership and vision in respect of equality, together with the governing body
- overseeing the implementation of the Equalities Statement and ensuring equality objectives are an integral part of the School Improvement Plan and a part of all school policies and procedures
- co-ordinating the activities related to equality and evaluating impact
- ensuring that the whole school community is aware of, and complies with, the Equalities Statement

- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to discriminatory incidents.

4.3 All staff are responsible for:

- dealing with incidents of discrimination and challenging bias and stereotyping
- not discriminating against groups or individuals with protected characteristics or those from the additional groups outlined in section 2 of this statement.

5. Promoting Equality through the curriculum

5.1 Learning and Teaching

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:

- Ensure quality 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;
- 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 PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Curriculum content, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- 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 that support staff development.

5.2 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 achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm (efficacy) is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including those with higher prior attainment by carefully assessed and administered programmes of work (see SEND policy and report)
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be 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.

5.3 Curriculum

We aim to ensure that our:

- 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
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

5.4 Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the 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 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 both acts of worship, classroom based and externally based activities.

5.5 Resources and Materials

When ordering new resources and materials we consider how they show equality. The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual 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 school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

5.6 Language

We recognise that it is important that at our 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 Eskimo, Native Americans rather than Red Indians etc...
- Use first language effectively for learning

6. Monitoring and Review

6.1 Monitoring pupil performance

As part of the process of tracking pupils' progress, we monitor the performance of different groups, to ensure that all are making the best possible progress. We use this information to adjust future teaching and learning plans. 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. 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.

6.2 Monitoring other indicators

We also monitor equality data on:

- attendance
- exclusion
- incidents of discrimination
- all forms of bullying
- parental involvement

to inform our planning and interventions.

7. How we are meeting our commitment

7.1 To consider how our policies and procedures impact on pupils and staff

Currently:

- pupils and staff are consulted and asked for feedback on school policies and procedures: there is a school council made up of a cross section of pupils from across the school and all children complete a formal annual survey in addition to informal conversations on monitoring visits.
- We review and update policies and procedures on a rolling schedule within one or two years, or sooner if required by changing circumstances.
- All policies and procedures are reviewed and approved by the governing body (this might be within LGB or ratified by the academy team).
- We have clear opportunities to teach issues of gender, stereotyping, discrimination, prejudice as part of our curriculum.
- We have a whole school act of worship and class worship each week. This provides an opportunity to identify individuals or groups of people who have changed the world for the better.
- We have just updated all resources in our early reading scheme to reflect diverse families.
- Our children who are in receipt of pupil premium and service pupil premium funding generally perform in-line with or better than their peers.

St Katharine's Primary School Equalities Objectives (next steps):

1. **Develop pupils' advocacy skills so that they can detect bias and challenge discrimination**
2. **Provide staff with training and development to increase awareness of the needs of different groups of pupils (to include training about use of language).**
3. **Enhance training and support for all staff, teaching and non-teaching, in dealing with incidents of discrimination, challenging bias and stereotyping and investigating in a rigorous way issues of conflict and disagreement between pupils.**
4. **Map formally the equalities provision across our curriculum.**