



Abberley Parochial V.C. Primary School

Inspiring Hearts and Minds

Date reviewed: September 2019

Mid review conducted September 2021

Next review: September 2023

Approved by governors: September 2019

Abberley Parochial V.C. Primary School is a church school where we recognise the importance of, and seek to follow, the Christian values of Wisdom, Compassion, Thankfulness, Courage, Creativity, Perseverance, Forgiveness, Justice and Truthfulness. These qualities form the foundation of our school culture and ethos in relation to equality and diversity and by living these values, we believe that our school community can thrive.

Our school vision is based on Ephesians 3:17-19 which highlights that we are rooted and grounded in love and seeks that good qualities dwell in our hearts. We want those in our school community to grow together, be positive and feel confident about who they are, believing in themselves. Abberley Parochial V.C. Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following 7 key principles:

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

“Specific duties”

This requires all public organisations, including schools to:-

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

What we are doing to eliminate discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.

- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

Behaviour, Exclusions & Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act.

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice & Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate Literacy and Numeracy skills

Positive Action

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

Monitoring and Reviewing Objectives

We will review and update our equality objectives every four years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

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. Governors annually review the Equality Policy.

Head Teacher

The Head Teacher 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.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.

- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and data is available;

- on the school website
- as paper copies in the school office

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX ONE

Check list for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.

- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the Pupil Council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly as accessible possible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

Objective	Action	By who?	Monitored by?	Monitored How? When?	Evaluation
To increase the percentage of boys achieving the expected standard in writing	- analyse the school data to determine which boys are underachieving in writing. - Target provision towards these boys ensuring the curriculum inspires learning.	J Gregory (Assessment), J Turvey, L Hughes (SENCO)	J Gregory and J Turvey and class teachers	During pupil progress meetings each term.	2020 – EOY assessments inconclusive due to covid. 2021 – Progress data from this year suggests that boys make progress in line with girls, but from a lower starting point.
Monitor issues involving bullying and identify any correlation between	- Ensure that all allegations of bullying	C Shelley (Deputy Head), J Turvey	J Turvey and C Shelley	As bullying incidents are flagged through CPOMs. During analysis	2021 – No correlation identified between gender or other

<p>bullying and SEN/gender/race/disability. Pupil Voice questionnaire to identify issues.</p>	<p>are specifically recorded on CPOMs. - Conduct a pupil well-being questionnaire in the Spring term to determine how pupils feel and analyse the results to see any variations based on protected characteristics. - Evaluate action plan based on this analysis for next year.</p>			<p>of the pupil questionnaire.</p>	<p>protected characteristic in relation to bullying. Very few incidents recorded makes it not viable to analyse in great detail.</p>
<p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity</p>	<p>- Review the whole school curriculum as part of the School Development plan. - Design and coordinate the curriculum and all subjects ensuring that education in diversity and equality are woven throughout children's learning.</p>	<p>Subject leaders</p>	<p>J Turvey</p>	<p>As part of the whole school monitoring schedule and SDP review meetings with Governors</p>	<p>2020 – Positive developments to our values and spiritual capacities. Embraced by pupils. See SIAMS inspection report. 2021 – Jigsaw curriculum introduced which focuses on equality and diversity directly. Our literary framework has been reviewed to ensure authorial diversity.</p>
<p>To narrow the gap in attendance for disadvantaged pupils</p>	<p>- Closely monitor the absences of disadvantaged pupils and follow up promptly with parents in person or in writing regarding persistent absences.</p>	<p>J Turvey</p>	<p>Governors through the headteacher's report</p>	<p>Reported to governors at each Full Governors meeting.</p>	<p>2020 – Indicators were positive at the start of the year. Refer to HT reports. 2021 – Attendance of disadvantage pupils continues to improve.</p>

	- Arrange a formal meeting with the parents of persistent absentees to discuss the barriers to increasing attendance				New attendance policy in place to ensure consistency of approach with persistent absentees.
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The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.