ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

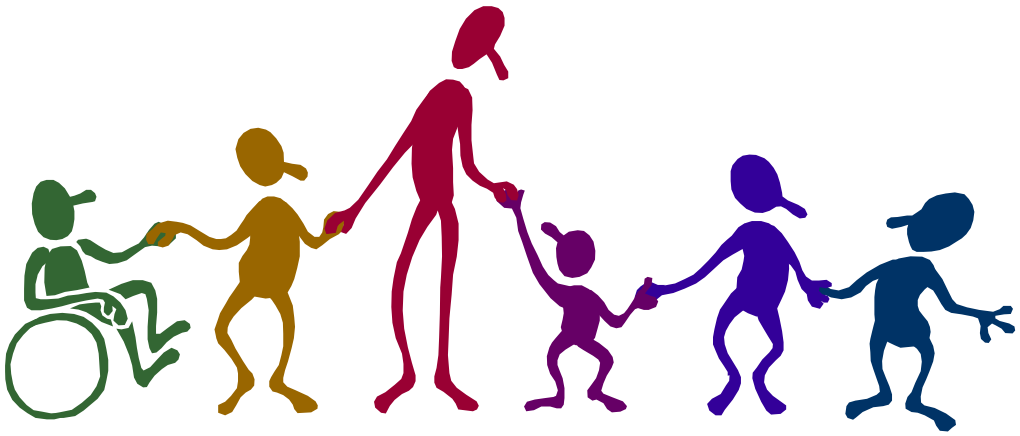
'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

Equality Scheme

2023 – 2026



Reviewed by: S Kynaston, September 2023

Date of next review: September 2026

This Equalities Scheme encompasses the legal requirements and duties for schools relating to the following:

1. Equal Opportunities

2. Racial Equality

3. Gender Equality

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 or treat them less favourable because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. The general duty requires us to have due regard to the need to:

• eliminate unlawful discrimination; harassment and victimisation • promote equality of opportunity;

• Foster good relations between people of different groups.

The specific duty requires us to:

• publish information to show their compliance with the Equality Duty, at least annually; and set and publish equality objectives, at least every four years

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities, Inclusion and Special Educational Needs.

Equal Opportunities Introduction – The Context of the School

St Peter's CE Primary School & Nursery is situated in Wem, in the North of Shropshire. Wem is a small market town approximately 9 miles from Shrewsbury. Local Authority Health Profiles found on the Government Public Health website display the current issues in Shropshire. Empower Trust Academies use this data to inform the delivery intent for Personal, Social, Health and Emotions, to develop the life skills of our children in preparation for their transition into adulthood and to work with the local authority to offer support within the community. Areas of higher priority showing a negative trend in statistics over the last two years include:

1. Killed and seriously injured casualties on roads
2. Rate of diabetes diagnosed
3. Percentage of adults classified as overweight
4. Smoking status at the time of delivery in U18

Wem is the eighth largest town in Shropshire by population. The latest population of Wem is 6,100 (Mid Year Population Estimates, ONS, 2015) covering 366 hectares. Wem's population density was 16.0 people per hectare, making it the fourth most densely populated of all Shropshire Market Towns. Wem's population consists of 49% male and 51 % female. Wem Town Council population has increased since 1981 from 3,887 to 5,870. This is an increase of 51% in 30 years. Ethnicity in the area is mainly WBR

with the next significant group being Polish (census data 2001/ next published 2023). Wem has relatively low levels of overall deprivation however, two areas fall into the 5th most deprived decile nationally and two areas fall into the 7th and 8th most deprived deciles nationally.

We are committed to promoting understanding of the principles and practices of equality and justice. Our school values the individuality of all of our children. We are committed to giving each pupil every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

AIMS AND VALUES

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:

- Discrimination on the basis of colour, religion, culture, origin, sex or ability is not acceptable
- Promoting racial equality, good race relations and challenging racial discrimination

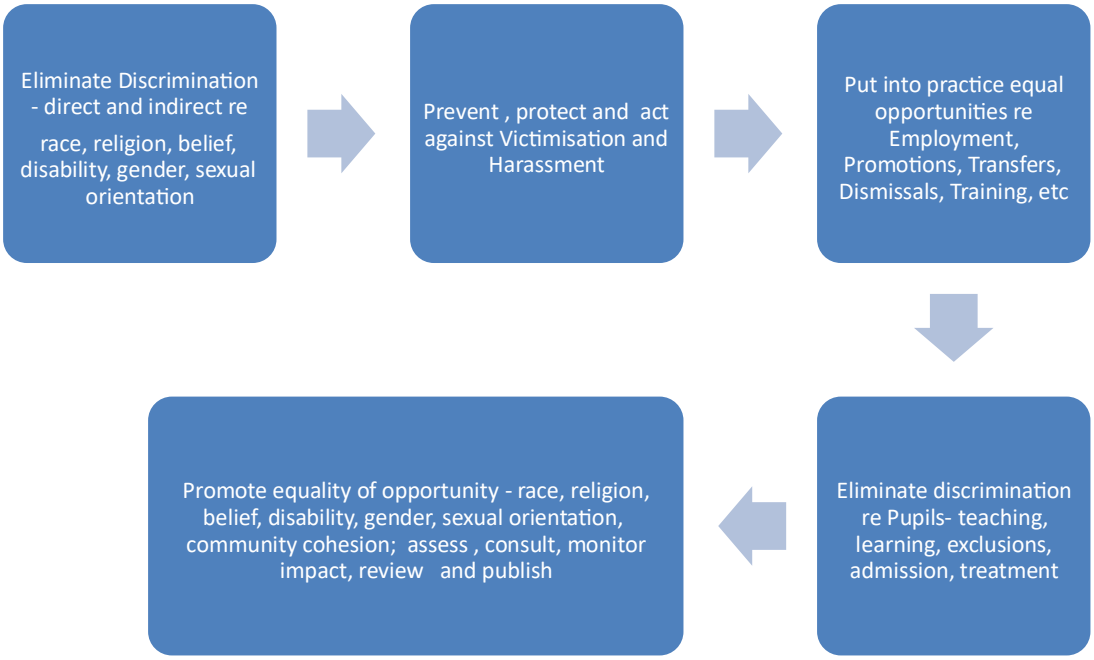
Ensuring that school is a place where everyone feels welcome and able to achieve their full potential

- The primary objective of this school will be to educate, develop and prepare all pupils for life whatever their sex, origin, class, religion culture or ability
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals
- Every pupil should be helped to develop a sense of personal and cultural identity, in which they are confident and open-minded, and that is receptive and respectful towards other identities
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world • To achieve an environment in which the varied experiences of the community can enrich the life of the school.
- To protect the rights of all pupils, parents, staff and visitors to school
- To acknowledge the existence of racism and being proactive in tackling and eliminating racial discrimination

St Peter's CE Primary School EQUALITY OBJECTIVES

- To close the gap between all pupils and Disadvantaged pupils in all subjects.
- To ensure that there is no gender gap in terms of achievement.
- To improve attainment in phonics for Disadvantaged pupils.
- To raise awareness of Social, Moral, Spiritual and Cultural (SMSC) Fundamental British Values (FBV) teaching across school for all stakeholders.

This Equality Plan accordingly brings all our School policies relating to Equality and Diversity issues together into one document and concentrates upon actions to maintain and reinforce the whole school commitment to the principles, practices and responsibilities of the legislation.



Meeting our Duties

Statements of Inclusion

Multi-cultural

It is our school policy:

• To incorporate a balanced view of the world through a multi-cultural approach

• To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives

• To evaluate our practice to ensure that it is not at the expense of indigenous cultures **Gender**

It is our school policy:

• To seek to promote non-sexist attitudes in both children and staff

• To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations

• To work towards the eradication of sexual stereotyping

When evaluating our practice we will use the following types of questions.

1) Are all children able to try out new roles in play and learning activities?

2) Are all classroom tasks shared equally between girls and boys?

3) Do all children get an equal chance to use equipment and resources?

4) Do all our displays and teaching aids present a non-sexist attitude?

5) Are our responses to bad behaviour the same to both girls and boys?

6) Are men and women from other cultures presented in a non stereotypical way?

7) Do all children have equal access to playground space and other play facilities?

Race

It is our school policy:

• That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race

• To challenge racism in the context of a caring school community

In order to fulfil the above, the following types of behaviour will not be tolerated:

1) Provocative behaviour, i.e. wearing of any racist badge or insignia

2) The use of verbal abuse or name calling of a racist nature

3) The encouragement of others to behave in a racist manner

4) The ridiculing of an individual for cultural differences

5) The telling of racist jokes or stories

6) The exclusion of others because of their culture, ethnicity or race **Religion**

It is our school policy:

• That no child or adult should be treated in any way differently, or in a derogatory manner, because of their religion.

In order to fulfil the above, the following types of behaviour will not be tolerated:

1) The ridiculing of an individual for religious differences

2) The exclusion of others because of their religion.

Ability

It is our policy;

• To recognise good effort and attitudes regardless of academic achievement

• To allow all children access to equipment, resources and teacher time regardless of their academic achievements

• To value all efforts and achievements of children in all areas of the curriculum

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Class
It is our policy:

• That children should not be treated in any way differently because of an assumed social class

• That assumptions will not be made as regards class difference.

Disability (Physical, Mental & Sensory)

It is our school policy that:

• Provision should be made for the individual special needs of any disabled children within our school community

• A disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so. Implementation

The school will implement the policy:

• by drawing together an action plan for inclusion in school. This will be included and reviewed in the School Development Plan;

• by opening up to the whole school a discussion about equality and how it needs to underpin all aspects of school life;

• by providing appropriate training for staff and Governors;

• by ensuring that the whole school community is aware of and understands the need to promote race equality, develop good race relations and challenge discrimination;

• by monitoring, reviewing and evaluating the effectiveness of this policy on a regular basis.

Transgender
Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. St Peter's will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community Cohesion
We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Equality Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, Sexual orientation, Religion and Belief
We must ensure that we do not discriminate on these grounds.

Tackling discrimination
Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within St Peter's School. All staff are expected to deal with any discriminatory incidents that may occur, identifying and challenging prejudice and stereotyping, and supporting the full range of diverse needs according to a child's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the class teacher / team leader / Headteacher as necessary.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents that can occur are:

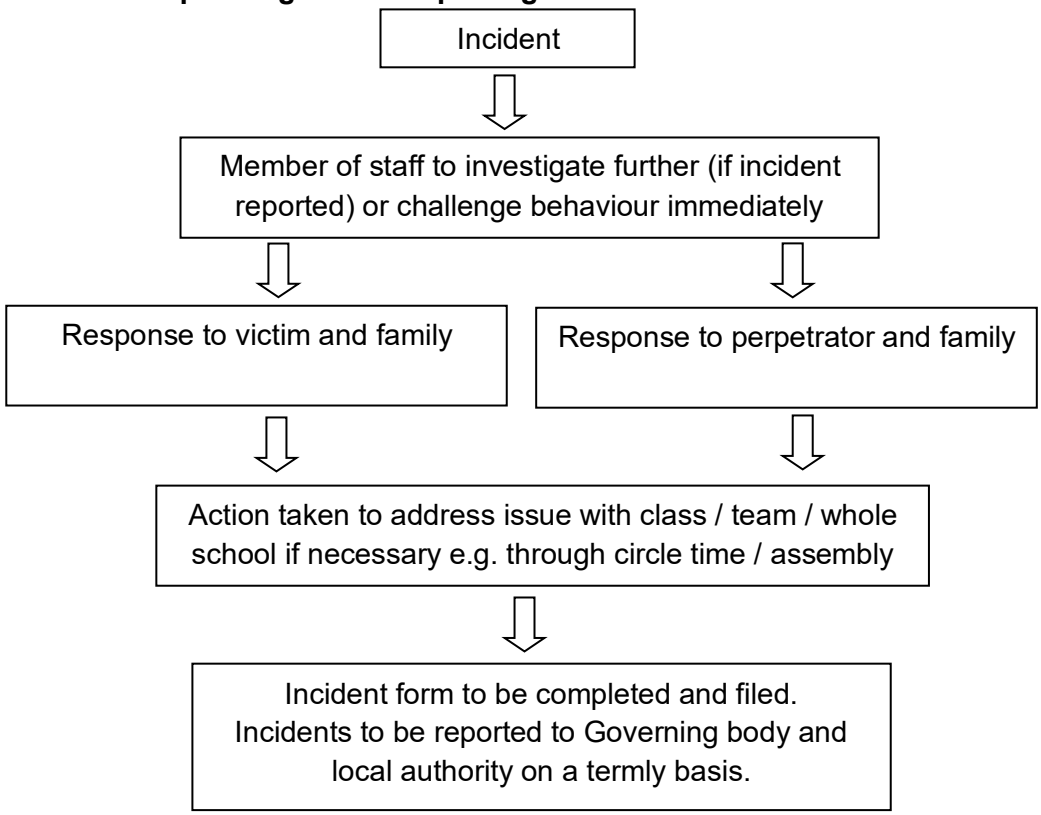
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

- Discriminatory comments in the course of discussion;
- Ridicule of an individual for difference e.g. food, music, religion, dress;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Discriminatory Incidents / Hate Crime

Children and staff are regularly reminded of how to report incidents and staff members understand that dealing with incidents effectively is vital to the well-being of the whole school.

Procedure for Responding to and Reporting Incidents of Hate Crime:



LEADERSHIP AND MANAGEMENT

All members of the school community have a responsibility to comply with this policy and its procedures and to behave in a manner which respects and values the diversity of all individuals within the school.

The Trust Board is responsible for:

• Ensuring that the school fulfils its legal responsibilities to comply with this policy and its related procedures and that strategies are implemented, monitored and reviewed.

The Headteacher is responsible for ensuring that:

• This policy is communicated and made readily available to staff, parents and guardians

• The policy is implemented and staff are aware of their responsibilities

• Appropriate action is taken in any cases of unlawful discrimination and training and support is given to staff where necessary

All staff are expected to:

• Deal with racist incidents that may occur

• Be able to recognise and tackle bias and stereotyping

• Promote equal opportunities and good race relations

• Incorporate principles of race equality and diversity into all aspects of their work

• Provide appropriate support to pupils in their class for whom English is an Additional Language (EAL).

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

St Peter's will ensure that:

- All staff are aware of the school's Equality Scheme;
- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socioeconomic status;
- Staff, children, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings etc.

St Peter's will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;

- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);

- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

St Peter's will:

- Promote positive images which reflect the diversity of the school and country in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Help children and young people to understand others and value diversity;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Support disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Promote shared values, awareness of human rights and how to apply and defend them; ○ Develop skills of participation and responsible action, e.g. through PSHE

ELIMINATING DISCRIMINATION AND HARASSMENT

St Peter's will:

- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, disability, sexual orientation or socio-economic status;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its anti-bullying policy.

ACTION TAKEN TO PROMOTE EQUALITY & TACKLE DISCRIMINATION:

How St Peter's ensures that our provision meets the needs of all learners

- **We encourage all children to participate in all aspects of school life, including assemblies, extra-curricular activities, the ECO Committee, Playground Pals and the School Council, and seek to ensure that pupils who make a positive contribution are reflective of the school's diversity. (KI)**

- **We monitor achievement data by ethnicity, gender and disability and take action on any gaps and patterns. (KI)**

 We record incidents of bullying and harassment of children and staff by race, disability and gender and use the information to make a difference to the experience of other pupils. (KI)

 We actively promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.

 We report incidents of hate crime to the governing body and local authority on a termly basis. (KI)

- We ensure that our teaching approaches are inclusive and reflective of all our children.
- We prepare children for life in a diverse society through the curriculum that we study, visits, visitors and assemblies
- We use materials and visual displays that reflect the diversity of the school, local community and nation in terms of race, gender and disability, without stereotyping.
- We encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures, specifically through English, RE and Character Education/ PSHE.
- We promote children's awareness and understanding of different communities and cultures through the curriculum, e.g Arts & Culture week, English and Food for life, e.g. recipes from around the world.
- We make reasonable adjustments to enable all children to access the school building and the curriculum, irrespective of academic ability or physical disability, e.g. through the deployment of Teaching Assistants to support children with SEN.
- We provide dedicated Teaching Assistant support for children for whom English is an additional language to help them to develop their language and literacy skills
- We promote team work and collaboration throughout the curriculum to enable children from different backgrounds to be able to work together effectively.
- We provide a broad and balanced curriculum which is designed and modified to meet the needs of individuals and groups of pupils, e.g. through Teaching Assistant support, the use of visual aids and appropriate differentiation.
- We empower all parents to support their child's education by keeping them informed about learning and progress through theme newsletters, class assemblies, parents' evenings, regular homework activities which encourage parental involvement.

ACCESSIBILITY

The school had made the following adjustments to improve accessibility:

- Installation of a wheelchair ramp to all parts of the school building (except for the first floor accommodation);
- Installation of two KS1 doors to allow safe access to the KS1 outdoor area;
- Provision of a meeting room for staff and parents on the ground floor;
- Suspended ceilings installed to improve acoustics;
- Edges of steps demarcated by yellow strips to improve visibility;
- Created an entrance lobby which is accessed via a wide, automatic door which is easier to access in a wheelchair;

- Remodelled the music room into a Learning Centre which encompasses a disabled toilet and a ramp to ensure equal access for all visitors.

Staff Recruitment and Professional Development • All staff are encouraged to develop and achieve their full potential.

• The school has procedures to ensure that applicants for jobs, promotion, or professional development opportunities are not discriminated against on racial grounds.

• All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination.

• Applications for posts will be monitored by ethnicity and the information will be supplied to the LA on an annual basis. • Professional development opportunities and promotions will be monitored by ethnicity.

Breaches of this policy by staff or governors will be dealt with in accordance with the school's discipline and grievance procedures.

Partnerships with Parents and Communities

• All parents are encouraged to participate at all levels in the full life of the school, and steps are taken to encourage the involvement of under-represented groups.

• Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate and whenever possible.

MONITORING AND REVIEW

Monitoring and Evaluation are essential tools for measuring performance and ensuring that we as a school are enabling and promoting equal access to all curriculum options and providing employment opportunities. This is vitally important in establishing whether or not current systems are having an adverse impact on boys or girls, men or women. All forms of discrimination by any person within the school's responsibility will be treated seriously, as such behaviour is unacceptable. Where incidents do occur the Headteacher will deal with the matter in accordance with the school's behaviour/ personnel policies.

• Where necessary she will report such incidents to the Trust and Local Governing Body. Empower Trust will maintain an overview of implementation of the Equalities Scheme on a regular basis. Parents will be made aware of the school's commitment to equal opportunities through the school's website and the annual report to parents.

ACTION PLAN

Section A- Human Resource Issues

Issue/ Action	Timescale	Lead	School Priority
To monitor pay to ensure equality	Annually	Head/ CEO	Medium
To ensure there is no risk of discrimination in pay decisions i.e. threshold, performance management, placing teachers returning from maternity on pay scales, TLR posts etc	Ongoing	Head/ CEO	Medium
To create a positive working culture for pregnant staff and those returning to work with family responsibilities e.g. paternity/ maternity leave	Ongoing	Leadership team/ Governors	Medium
Requests for part-time working to be assessed case by case	Ongoing	Head/ CEO	Medium

To ensure the school has adequate facilities for male and female employees	Ongoing	Head/ CEO	Medium
To encourage and promote an ethnically diverse staff and male role models in the school community through recruitment, resources and curriculum provision	Ongoing	Head/CEO	Medium

Section B- School Community Issues

Issue/ Action	Timescale	Lead	School Priority
To encourage classroom discussion of gender issues which reflect on gender stereotypes (Character Ed. School council/ children's safeguarding board, assemblies)	Termly	Character Ed coord/ School council/ Safeguarding board leader	Medium
To ensure children develop positive relationships and choose not to discriminate stereotypes (Character Ed. School council/ children's safeguarding board, assemblies)	Termly	Class teachers	Medium
To make sure teaching and classroom-based approached and resources are appropriate for the whole school population	Ongoing	Co-ordinators Inclusion team	Medium
To analyse assessment data to identify any differences in achievement between significant groups (i.e boys/ girls/ PP)	Termly	English and maths coordinators	Medium
To provide opportunities through the curriculum to increase children's understanding of different ethnicities and cultural events	Ongoing	RE/ Character Ed co-ords/ SLT	Medium

Section C- Meeting Our Legal Duties

Issue/ Action	Timescale	Lead	School Priority
To monitor the Gender Equality Scheme and its achievement of action plan objectives	Ongoing	Head	Medium
To identify monitoring issues emerging in relation to gender in education provision and employment	Ongoing	Head	Medium
To ensure the School Development Plan has taken into account equality and diversity issues	Ongoing	Head/ Coords	Medium
To publish the schools equality objectives on the school website (public forum)	Ongoing	Head	Medium