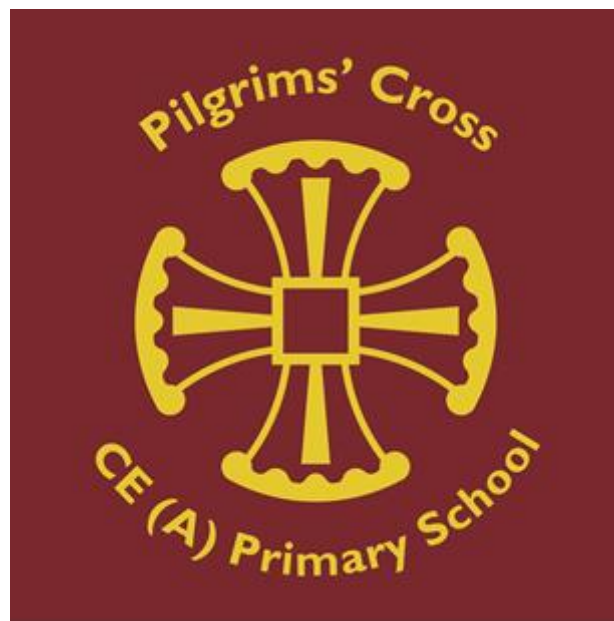

*Learning, to make a difference,
in God's world*

Pilgrims' Cross CE Aided Primary School



Single Equalities Policy

Reviewed by	Headteacher	Authorised by	FGB
Last review	Nov 2019	Review Cycle	Annually

PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL
Single Equalities Policy

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3 Statement / principles

The policy outlines the commitment of the staff and Governors at Pilgrims' Cross CE Aided Primary School to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Pilgrims' Cross CE Aided Primary School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Headteacher, the governing body with the support and guidance from Hampshire County Council. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

4 Policy commitments

4.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. We use the concept of EQUITY in other words every child gets what they need to FLOURISH which is bespoke to them. This is working towards EQUALITY of outcome. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- It is also important to place a high priority on the provision for those children who are registered as Pupil Premium and ensuring they attain as well as their peers.
- LEARNING ADVENTURES: There is a challenging learning destination that the children will want to achieve, which is relevant, interesting and also the next step in their development. **All** children have the right to reach the destination and not be left behind.

4.3 Promoting equality: Ethos and culture

- At Pilgrims' Cross CE Aided Primary School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the

school;

- The pupils are encouraged to greet visitors to the school with respect;

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- The displays around the school will be of a high quality and reflect diversity across all aspects of equality
 - Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
 - Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities; Pupils; Staff & visitors are invited to participate in any prayer worship with the right to opt out with out, it is their right to choose.
 - Pupils are given an effective voice, within the Junior Leadership Team and through pupil perception surveys, which regularly seek their views;

4.4 Promoting equality: Staff recruitment and professional development are practiced in line with our Safer Recruitment Policies & Procedures

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors within our Behaviour Policy;
- Annually an anti-bullying week will be held to inform and challenge discriminatory behaviour throughout the school.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Headteacher);
- The school reports to Governors (termly) the number of prejudice related incidents recorded in the school.
- We recognize that those who have a protected characteristic are at a higher risk of bullying and harassment and provision and support is designed to reduce this risk.

4.6 Promoting equality: There are Partnerships with parents/carers and the wider community

4.7 Responsibility for the policy by Measuring the impact

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. This will be managed as we monitor our SDP; Quality of Education Policy & SEN Policies and PP Strategy.

5 Responsibility for the policy by Measuring the impact

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The Lead Governor will meet at least annually to ensure the above incorporates equality

requirements.

The Equality Act 2010, came in force in October 2010 and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified:

<ul style="list-style-type: none">- Race- Disability- Gender- Age- Sexual orientation	<ul style="list-style-type: none">- Religion and belief- Gender reassignment- Pregnancy and maternity- Marriage and civil partnership
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6 Equality Objectives

2022-25 Objectives

1. Ensure the rights of all children are respected and positive relationships are developed between those with and without protective characteristics. (2022-23 focus Gender reassignment)
2. Ensure equality of outcome – ALL children FLOURISH both those who are entitled to FSM and those that are not. (PP Strategy)
3. Increase participation of vulnerable children in extra curricula activities
4. Improve engagement of parents who find engagement with school a challenge (PP strategy)

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- To improve attendance figures for Disadvantaged children over the course of 2017-19.
 - **Achieved**
Attendance for PP children improved over the year as FSW and admin team monitored more closely and made necessary referrals to social care and attendance panel. Number of persistent absences reduced for PP children across the year.

2013-2017 Objectives & Evidences

- | | |
|---|---|
| • Whole school half day equality training to include governors | FGB Minutes July 2014 |
| • Develop monitoring procedures for incidents | Central Records – Admin Team |
| • Promoting equality:- Curriculum | Learning Books |
| • Promoting equality:- Achievement | FGB Minutes & SIP |
| • Promoting equality:- Ethos and Culture | Staff Evaluations; Pupil Questionnaire's |
| • Promoting equality:- Staff recruitment and professional Development | Recruitment & Training Records |
| • Promoting equality:- Countering and challenging harassment and bullying | Visual Class Rules; Bullying week works; Pupil Questionnaires |
| • Promoting equality:- Partnerships with parents/carers and the wider community | Newsletters; Parent Forums; Social Media; Texts |

7 Related Documents

- Attendance Policy
- Admissions Policy
- School Development/Improvement Plan
- PP Strategy
- Gender reassignment / transition risk assessment

8 Appendix

a. Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SD/IP	School Development/Improvement Plan
• SEF	Self-Evaluation Form
• PHSE	Personal, Health and Social Education
• EAL	English as an Additional Language
• SENCO	Special Educational Needs Co-ordinator
• SLT	Senior Leadership Team
• RAISE	School data compared to national data
• GB	Governing Body
• EAL	English as an Additional Language
• SENCO	Special Educational Needs Co-Ordinator
• SIAS	Statutory Inspection of Anglican Schools
• QESO	Quality of Education Standards and Outcomes
• FSM	Free School Meals