



*St. Paul's
C of E
Primary School &
Nursery*

New Street, Gloucester, GL1 5BD
Tel: [01452 521872](tel:01452521872)
Email: admin@st-pauls.gloucs.sch.uk
Web: www.st-pauls.gloucs.sch.uk
Headteacher: Mrs J Bevan

Equalities Policy

Approved by the Full Governing Body

Date: 27.2.23

Signed: *Mrs Margaret Ash* (Chair of Governors)

Signed: *Mrs Jayne Bevan* (Headteacher)

Reviewed on:

February 2023

Next review due by:

February 2026

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1. Aims

This Equality Policy for St Paul's C of E Primary School brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community -pupils, staff, parents, carers, visitors and partner agencies.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability
- ensure respect towards individuals who identify with any of the protected characteristics
- promote 'Making a Difference to Everybody' by ensuring that nobody is disadvantaged by any protected characteristic

At St Paul's C of E Primary School, we take this obligation very seriously and ensure that all our pupils can take part as fully as possible in every aspect of school life. We identify any barriers to learning that they may have and then work to overcome these so that all children can fulfil their potential. We strive to actively consider equitable provision for all within our school community to foster positive relations leading to good outcomes for all.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- › take full responsibility for the Equality Policy
- › support the SLT in implementing any actions necessary
- › delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher, the Inclusion Lead and the Senior Leadership Team
- › ensure they're familiar with all relevant legislation
- › attend appropriate equality and diversity training

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The Leader of Inclusion will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher awareness raising during the school year.

The school has a designated member of staff (the Inclusion Lead) for monitoring equality issues. They make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic including disabilities, age, race, gender including gender dysphoria, sexual orientation, pregnancy and religious or philosophical beliefs
- ensuring provision addresses any specific needs of people who have a particular characteristic including medical adaptations, uniform adaptations, adjustments to working for staff who are pregnant or disabled and non- discriminatory employment procedures
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)
- active attempts to recruit staff who are representative of the diversity of the school community to support reflective curriculum design and implementation

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by (for example):

- We promote respect, friendship and understanding of different religions and cultures through cross curricular aspects of our curriculum. This includes teaching across our 'Big Ideas' and 'Key Questions', RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. All curriculum areas take account of diversity and equality.
- holding assemblies to actively promote a culture of non- prejudice and respect for all
- working with members of our wider community to speak at assemblies, through the organisation of school trips and activities based around the local community
- encouraging and implementing initiatives to promote good relationships between all groups. For example, our School Council and Sports Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the provision of curriculum enrichment at clubs. We also work with parents to promote knowledge and understanding of different cultures
- having a website that is available in multi lingual format
- we have received accreditation from Achievement for All which recognised the measures taken by school to ensure equality of opportunity for all
- accreditation as a School of Sanctuary as recognition of our inclusive approach to the induction of Refugee and Asylum Seeking families
- uniform adaptations where requested to adhere to faith requirement
- Halal food provision

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year (September 2024). Training evaluation data will show that all attending staff have a good understanding of the legal requirements.

Why we have chosen this objective: we would like St Paul's C of E Primary School to be an equal opportunity employer. We are ardent in our aim of eradicating any form of conscious or subconscious discrimination. Training will ensure that staff and governors involved in recruitment are aware of factors which may result in discrimination.

To achieve this objective we plan to: provide training for all staff and governors who are likely to be involved in the recruitment process at St Paul's C of E Primary School.

Objective 2

To monitor attendance data and offer support to identified groups and pupils.

Why we have chosen this objective: we would like to ensure that all children regularly attend school and that we reduce any barriers and overcome fears around attendance. We understand that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity.

To achieve this objective we plan to: include this in the whole school development plan. Attendance data monitored half termly by individual and group. Attendance improvement support plan implemented for individuals/key groups as identified

Objective 3

Promote cultural development and understanding through a rich range of experiences both within and outside of the curriculum.

Why we have chosen this objective: it is our aim to provide an ambitious, modern day curriculum that actively prepares the pupils of St Paul's for the lives ahead of them, that equips each unique

individual with the strength of character and resources to make their own decisions about who they want to be.

To achieve this objective we plan to: develop bespoke Key curriculum “pathways” that outline subject specific knowledge and skills in a progressive manner across all phases and within phases with ‘essential’ and ‘desirable’ knowledge identified. Curriculum plan reviewed annually for equality related opportunities for learning and breadth of cultural development. Curriculum reports provided to Governing Body 3 times a year

9. Monitoring arrangements

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
- The headteacher and Inclusion Lead will update the equality information we publish, [described in sections 4 to 7 above], at least every year.
- This document will be reviewed by the governing board at least every 4 years.
- This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan