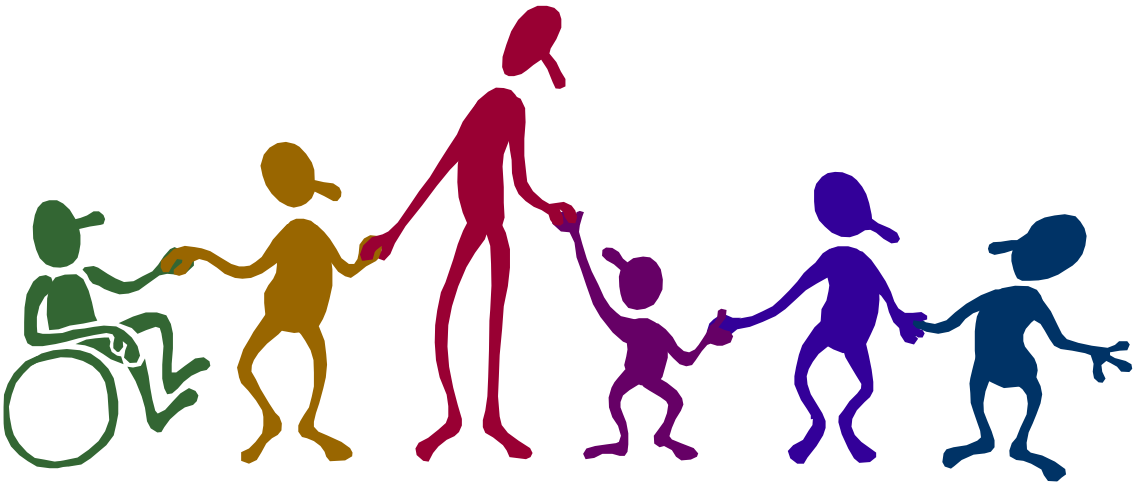
St Giles' CoE Primary School



Equality Policy

FULL GOVERNING BODY	Summer 25
DATE FOR REVIEW	Summer 26

St Giles' CoE Primary School
Equality Policy

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1. Aims

At St Giles' CoE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, sexual orientation, disability, faith or religion, socio-economic background or any other protected characteristic (Equality Act 2010). We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and socio-economic background, we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Giles' CoE Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Placing equality into policy and practice

As well as the specific actions set out beneath this plan, the school ensures equality of opportunity in its day to day practice in the following ways.

Teaching and learning

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

- Use data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by race, gender and disability and action any gaps in achievement;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviours;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Giles' CoE Primary School.

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 also try to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and members of the Senior Leadership Team or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include**:**

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2010. The action plan at the end of this policy outlines the actions St Giles' CoE Primary School will take to meet the general duties detailed below.

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

There are some important differences depending on which protected characteristic you have.

5. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and they are supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy and that teachers apply these guidelines fairly, in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of staff

Teaching staff are responsible for:

- Ensuring that pupils from all racial groups have full access to the curriculum.
- Ensuring that disabled children have learning differentiated and adapted according to their need.
- Promoting equality and diversity through teaching and through relations with pupils, staff, parents and the wider community.
- Communicating any concerns regarding the underachievement of a child that could be a consequence of their racial, economic or other status.
- Monitoring the progress of minority group children, including those who are classed as Pupil Premium.
- Responsible for dealing with reported incidents of racism or harassment and reporting these in detail to the Headteacher.
- Allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve.

All staff are responsible for:

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.

- Promoting equality and good race relations and not discriminating on racial (or other characteristics) grounds.
- Keeping up to date with equality legislation by attending training and information events organized by the school, Local Authority or other agency.

6. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil'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 a class teacher/ Headteacher where necessary. All incidents are reported to the Headteacher who keeps a central record; racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic 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 incident

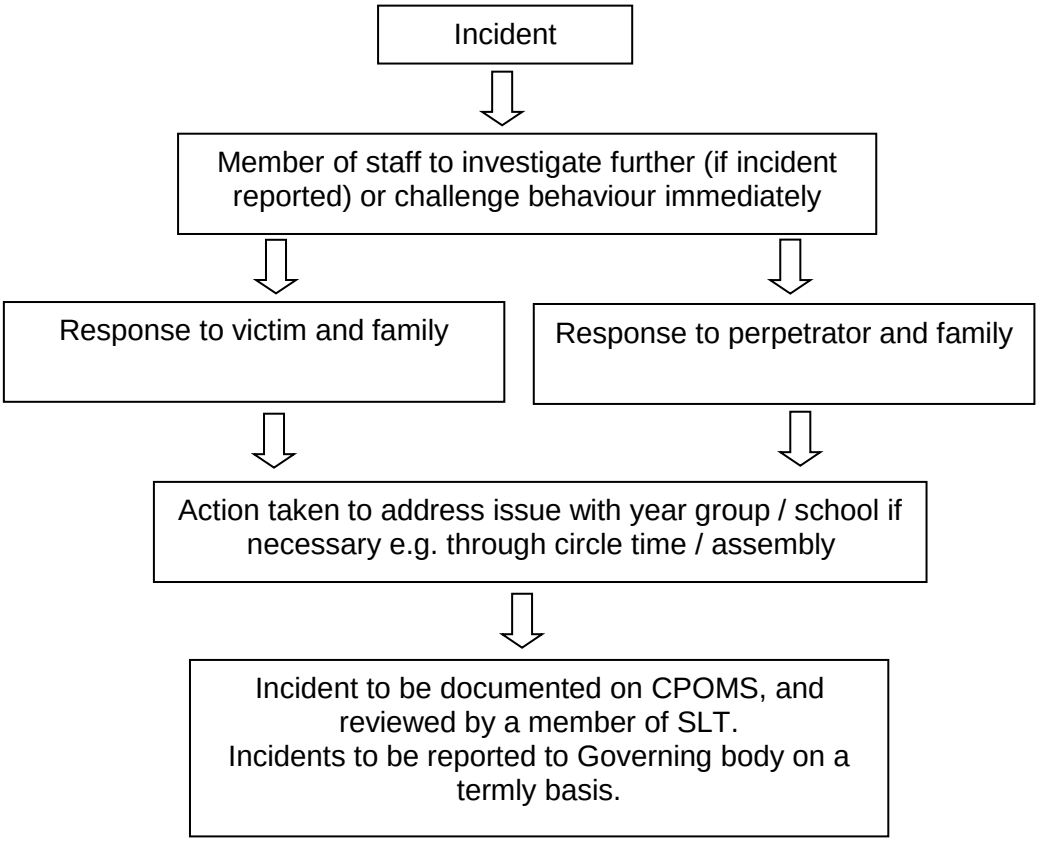
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, race, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- 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;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The school's procedure for responding and reporting is outlined below:



7. Review of progress and impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Policy annually.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by race, gender socio-economic background and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.