

# St James Church of England Primary School



<b>Name of Policy</b>	<b>Equality and Inclusion Policy and Objectives</b>
<b>Signed ratification by Governors</b>	<b>G Jenkins June 2024</b>
<b>Review Date</b>	<b>June 2024 Annual info update Objectives November 2024</b>
<b>Next Review Date</b>	<b>March 2025</b>

# Equality and Inclusion Policy and Objectives

“They are educating for: wisdom, knowledge and skills; hope and aspiration; community and living well together; and dignity and respect.” *Valuing all God’s Children*, Justin Welby, 2017

## Equality and Inclusion Policy

### Introduction

1. As a Christian school, we at St James’ Church of England Primary School recognise that all are equal in God’s eyes and we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background.
2. This policy accords with legislation:
  - Equalities Act 2010
  - Race Relations Act 2010;
  - Disability Discrimination 2005;
  - Sex Discrimination Act 1975 (Amendment 2008).

### Aims

3. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual, and groups of, children within our school.
4. We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of race, religion or belief, attainment, age, disability, gender, gender reassignment, sexual orientation or background, pregnancy or maternity, marriage or civil partnership.
5. We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently; overcoming potential barriers to learning and assessment for individuals and groups of pupils and setting suitable learning challenges by responding to children’s diverse learning needs.
6. We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone and we seek to be aware of our unconscious bias.
7. We challenge personal prejudice and stereotypical views whenever they occur.
8. We value each pupil’s worth; we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.

9. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.
10. We achieve educational inclusion by continually reviewing what we do, asking ourselves these key questions:
  - Do all our children achieve their best?
  - Are there differences in the achievement of different groups of children?
  - What are we doing for those children who we know are not achieving their best?
  - Are our actions effective?
  - Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

### **Racial Equality**

11. In our school, we will:
  - strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.
12. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents of those pupils involved in racist incidents.
13. Teachers are familiar with the Equal Opportunities legislation covering race, gender and disability.
14. Teachers ensure that all children:
  - feel secure and know that their contributions are valued;
  - appreciate and value the differences they see in others;
  - take responsibility for their own actions;
  - are taught in groupings that allow them all to experience success;
  - use materials that reflect a range of social and cultural backgrounds, without stereotyping;
  - have a common curriculum experience that allows for a range of different learning styles; have challenging targets that enable them to succeed; participate fully, regardless of disabilities or medical needs.
15. Our curriculum reflects the attitudes, values and respect that we have for all people.

### **Children with Disabilities**

16. Some children in our school have disabilities. We are committed to meeting the needs of any children with a disability, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that children are not placed at a substantial disadvantage compared with non-disabled children.
17. The school is committed to providing an environment that allows disabled children full access to all areas of learning.
18. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities; modify teaching materials or offer alternative activities where children are unable to manipulate tools or equipment.

## **Gender Equality**

19. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

## **The Role of Governors**

20. In this policy statement, the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

21. The Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving.

22. To do this, we will monitor:

- admissions;
- attainment;
- exclusions and
- rewards and sanctions.

23. The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

## **The Role of the Whole School Community**

25. It is the role of everyone in the school to be aware and to implement the school's policy on inclusion and equal opportunities.

26. It is the Headteacher's role to:

- make sure that all staff are aware of the school policy on and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against and
- to report to the Governing Body and the local authority if there have been any racist incident or exclusions.

## **Monitoring and Review**

27. It is the responsibility of our Governing Body to monitor the effectiveness of this policy.

28. The Governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Headteacher to report to Governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity, and,
- monitor the school's Behaviour and Discipline Policy, and the numbers of exclusions and racist incidents, to make sure that pupils from minority groups are not unfairly treated.

### Ongoing Monitoring of Equality Objectives

<b>Objective 1</b>	To diminish the differences between the performance of specific ethnic groups' pupil progress and outcomes in reading, maths and writing.
<b>Why?</b>	Data on occasion shows that throughout the school, specific ethnic groups achieve slightly lower rates of progress in maths, reading and writing than other groups and national.
<b>What will we do?</b>	Focus on the provision of Quality First Teaching and a good quality learning environment and plan activities that motivate all pupils. Provide further training to develop staff expertise. Monitor groups' progress closely.
<b>Outcome</b>	All groups achieving comparable rates of progress in all subjects.

<b>Objective 2</b>	To raise the attainment of disadvantaged (Pupil Premium) pupils, especially those who are more able and close the gaps between these pupils and all others.
<b>Why?</b>	Our Pupil Premium pupils achieve as well as all pupils nationally but fewer attain above average attainment at the end of KS1 and KS2 than non-Pupil Premium pupils in our school.
<b>What will we do?</b>	Ensure all teachers are fully aware of the disadvantaged pupils in their classes. Track progress of the identified group. Plan specific activities for identified pupils such as reading & homework clubs, additional enrichment activities, intervention groups (including extension groups for the most able in Year 2 and in Year 6). Also see Pupil Premium Strategy Statement (annual).
<b>Outcome</b>	Gap between Pupil Premium pupils continues to close. Increase in numbers of disadvantaged pupils achieving higher standards of attainment.

<b>Objective 3</b>	To improve the attendance of pupils in specific ethnic groups.
<b>Why?</b>	School attendance information shows that pupils from some ethnic groups have absence rates which are higher than other groups.
<b>What will we do?</b>	Continue to monitor patterns of absence carefully. Work closely with identified families to ensure they are kept fully informed of attendance rates. Produce attendance information in a range of languages.
<b>Outcome</b>	Annual attendance rates to be at least 96% for all pupils.

## **Equal Opportunities Statement**

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.