

St George's C. E. Primary School



Equality Policy and Objectives

Date Approved: 6.7.21

Approved by: Governing Body

Review Date: July 2025 – objectives will be reviewed annually on a separate document

Vision Statement



Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

Equality Policy

Aims

At St George's CofE Primary School, we are committed to ensure equality of opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community.

These statements are enshrined in our school motto:

"Everyone matters, Everyone achieves."

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

The General Equality duty may be described as the duty on a listed public authority, when carrying out its functions, to have due regard to the three equality aims. These aims are 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

The specific duties support the performance of the general duty, listed authorities are required to prepare and publish:

- information about workforce diversity and about service user diversity, to show they are complying with the PSED which must be updated annually and
- one or more equality objectives which an authority thinks it should achieve to advance any of the three general duty aims. This should be updated at least every four years with effect from April 2012.

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated

source of discrimination law, covering all the types of discrimination that are unlawful.

Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.

Roles and responsibilities

The Governing Body 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 to meet the Public Sector Equality Duty.
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher
- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors
- Meet with the governors every term to raise and discuss any relevant issues

The designated member of staff for equality (Holly Evans) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst 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.

Objectives (Created July 2021)

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Why – From tracking on CPOMS, there has been an increase in Racist Incidents logged over the last 12 months.

How – Investigate embedding British Values into the curriculum as well as continuing to embed the school values. The PSHE curriculum visits discrimination on an annual basis. Celebrate special themed days/weeks. ‘On the spot’ teaching dependent on any issues that may arise. Ensure there are official procedures in place for prejudice incidents and teachers know how to respond to these.

To narrow the gap between boys and girls in reading by the end of Key Stage 1.

Why – Looking at Spring Term data 2021, 32% of boys (Year 1 and 2 combined) were below in reading compared to 26% of girls (Year 1 and 2 combined).

How - look at high interest, low reading age books across the whole school, small steps grids, promoting a love for reading, reader of the week, whole-school reading events, reading buddies, audit books to check interest for boys, intervention groups for those children with low reading ages.

To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why – 82% of our intake identify as White British. We want to ensure that our children are well-rounded and are understanding of different races and ethnic groups as well as different religious beliefs.

How - Investigate embedding British Values into the curriculum as well as continuing to embed the school values. Celebrate special themed days/weeks. Check coverage of RE curriculum and religions taught across the school. Give children the opportunity to teach their peers. Once Covid regulations are eased, look at inviting in religious visitors and visit different places of worship.

Policy Review

These objectives will be reviewed annually on the Equality Data and Objectives document and this policy along with the objectives will be updated at least every four years.

Links to other policies

Equality Data and Objectives

Accessibility Policy

Race Equality Policy

Racist Incidents Policy