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Equality Policy

DATE APPROVED BY SMNG TRUST	May 2018		
REVIEW DATE Biennial	Summer 2020		
SIGNED Headteacher		DATE	22/5/18
SIGNED Chair of Trustees		DATE	22/5/14

RACE EQUALITY, EQUAL OPPORTUNITIES AND INCLUSION

Aim

- St Mary's Trust aims to be an inclusive organisation. This policy has been adopted in accordance with the Equality Act 2010.

Statement

- The Governors and staff members are committed to ensure equal opportunities for all to prevent all forms of racial, cultural and social discrimination.
- The Trust is committed to monitoring and promoting the achievement of all ethnic, cultural and social groups as described later in this policy. The School will monitor incidents and respond quickly and effectively. A record must be kept and incidents reported to the FGB termly.
- We will continue to be vigilant in all aspects of school life which may hurt or disadvantage any member of the school community and bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally as emphasised by the Race Relations (Amendments) Act 2000.
- We will work within the provision of the law and do our best to comply with the *Standards for Racial Equality in Schools: Learning for All*.
- Educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of **different groups** of students within a school (Ofsted - *Guidance for Inspectors*).

In this Policy, the term 'different groups' may include the following:

- heritage and faith groups, travellers, asylum seekers and refugees
- students who need support to learn English as an additional language (EAL)
- students with special educational needs (SEN)
- gifted and talented students
- children 'looked after' by the local authority
- other children, such as sick children, young carers, and those children from families under stress
- any students who are at risk of disaffection and exclusion.

Four Priorities in the Trust for Education

Guiding Principles

1. Every human being is made in the image of God and is therefore of equal value.
2. Diversity is respected and celebrated:
 - where necessary adjustments will be made so that barriers to learning are removed.
 - experiences of prejudice will be recognized.
 - the different needs of boys and girls will be accepted and accommodated.
 - social deprivation will not be a barrier to learning.
3. All members of the community will work towards having positive relationships and a shared sense of belonging.
 - take pride in being part of the school
 - zero tolerance of harassment of any kind.
 - mutual respect for each other..
4. Recruitment of staff will not discriminate:
As a Church of England free school, we reserve the right to appoint, when required, a practising Christian (as described by CCBI), or a person who actively supports the Christian ethos.

Teaching Materials

- Every opportunity will be taken to promote positive images of all cultures, races, genders and creeds in teaching aids and displays. Teachers will monitor materials to counteract stereotyping.

Teaching and Learning

- Ability to convey material regardless of culture. Teachers have high expectations of achievement and make equal demands on all children.
- Composition of groups: staff will watch for evidence of exclusion of certain people, taking into account students' cultural background, linguistic needs and any disability.
- Equality of opportunity in taking a full part in class.
- Differentiation of teaching materials including taking account of strategies and targets.
- Provision for Gifted and Talented students.

Visits and Visitors

- Visits are varied and relevant to all students
- Visitors should be positive role models for students
- Speakers should be briefed on possible equal opportunities issues.

Staff

- As professionals, staff and governors should always:
 - Treat all students and staff with respect as individuals
 - Avoid prejudging groups or individuals
 - Avoid patronising or bullying behavior
 - Be vigilant to observe instances of discriminatory behaviour between students and stop them (follow procedures for dealing with racist incidents)
 - Observe possible biases in their own behaviour, e.g. expecting different standards from different groups.
 - Undergo regular training.

Monitoring and evaluating the progress that each student makes.

Using Raise Online data as well as the schools' own data address the following issues:

- Are all students achieving as much as they can and deriving the maximum benefit, according to individual needs?
 - If not, which groups of students are not achieving as much as they can? Why not?
 - What reasons can the school give for these differences in terms of achievement, teaching and learning and access to curricular opportunities?
 - What action can the school take to address these?
- Results of these analyses will be fed back to all staff and Governors through various channels including training days, staff meetings, etc. Any issues resulting will become a focus for whole-Academy development and training.

Identifying students who may be missing out, or who are difficult to engage.

- The SENDCo will monitor progress of students with special education needs or disability and co-ordinate appropriate training for staff and provision for these students.
- Checks will be made to see if there is a pattern of absence.
- There will be booster programmes for those students who have below average attainment in Literacy or Numeracy.

Promote tolerance and understanding in a diverse society

- The need to make equality a reality places a responsibility on everyone so that every individual, regardless of colour, creed, race or disability, has the same opportunities and respect.

- **Institutional racism** is defined by the Macpherson Report as:

- *“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages heritage groups.”*

The report went on to say:

- *“Unwitting racism can arise because of a lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions or families from minority ethnic communities”. (6.17)*

In order for that not to be the case, the school will:

- Value cultural diversity
- Aim to prevent racism—when it occurs, record incidents, deal with them and monitor future conduct
- Commit to enabling staff to access Equalities training
- Monitor exclusions
- Monitor achievements by ethnicity and gender.

Appendix A – Equality Act 2010 checklist

1) Does your school have a written single Equality Policy?

<i>You policy should cover the following areas:</i>	<i>Tick to confirm</i>
Gender	
Disability	
Race / ethnicity	
Gender reassignment	
Pregnancy and maternity	
Sexual orientation	
Human rights	

2) Can you describe one thing the school has done on the following issues which has contributed to a measurable outcome for pupils?

Issue	Task / Measurable outcome
Gender	
Disability	
Race / ethnicity	
Gender reassignment	
Pregnancy and maternity	
Sexual orientation	
Human rights	

3) Does your school have an action plan with targets that specifically aim to meet the equality duty?

<i>You action plan should cover the following areas:</i>	<i>Targets set (Tick to confirm)</i>
Gender	
Disability	
Race / ethnicity	
Gender reassignment	
Pregnancy and maternity	
Sexual orientation	
Human rights	

4) Is the equality duty included in the School Improvement Plan?

Yes No

5) Is the equality duty part of your self-evaluation?

Yes No

6) Have you developed the following: a) Policies Yes No
b) Schemes Yes No
c) Action plans Yes No
d) Targets? Yes No

7) Who was involved in drawing up the above documents?

	<i>Tick to confirm</i>
Teaching staff	
Support staff	
Governors	
Pupils	
Parents / Carers	
Other schools	
Local Authority	
LDBS	
Members of the local community	
Charities / Voluntary organisations	
Trade Unions	
Consultants	

8) Have you undertaken an Equality Impact Assessment?

Yes No

9) Have you reviewed and updated the curriculum and scheme of work to include equalities?

Yes No

10) Have you published an annual report to show progress made towards meeting targets?

Yes No

11) Have you improved access to: a) Mentors Yes No
b) Learning support Yes No
c) Career guidance Yes No
d) Work experience placements? Yes No

In relation to pupils

1) Which of the following has impacted positively on gender equality?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behavior issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

2) Which of the following has improved as a result of meeting the equality duty with regard to disability?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

3) Which of the following has improved as a result of meeting the equality duty with regard to race / ethnicity?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

4) Which of the following has improved as a result of meeting the equality duty with regard to gender reassignment?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

5) Which of the following has improved as a result of meeting the equality duty with regard to pregnancy and maternity?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

6) Which of the following has improved as a result of meeting the equality duty with regard to sexual orientation?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by key stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision making	
Increased participation in sports	
Increased participation in after school clubs	
Increased sense of happiness / well being	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

7) Which of the following has improved as a result of meeting the equality duty with regard to human rights?

	<i>Impact - please tick to confirm</i>
Better transition from primary to secondary	
Better engagement	
Higher aspirations	
Better attainment by key stage	
Better attainment by subject	
Better engagement - 16+ / fewer NEETS	
Improved take-up of non-stereotypical employment or training	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline behaviour	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision making	
Increased participation in sports	
Increased participation in after school clubs	
Increased sense of happiness / well being	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

With regard to the school:

1) Have you identified priorities for action?

Yes

No

2) How will you monitor progress?

3) Have you collected and evaluated the evidence?

Yes

No

4) How have you engaged stakeholders?

5) Have you any training needs?

Yes

No

Please identify any training needs here:

6) Are equality issues part of performance management targets for:

a) Senior Leaders Yes No

b) Teaching staff Yes No

c) Support staff Yes No

7) Why is equality important?

<i>Reason</i>	<i>Please tick to confirm</i>
It is the right thing to do	
It has a positive impact on pupils	
It will help us to get a good inspection report	
Because the law says we have to do it	
We are already committed as a school	
To improve lives of our pupils	
It helps community cohesion	
Other - (please state)	

8) What are the barriers to equality?

<i>Reason</i>	<i>Please tick to confirm</i>
Budget / financial issues	
Confusing legislation	
Convincing parents and careers	
Convincing governors	
Convincing staff	
Hard to identify impact	
Too many initiatives	
Need CPD	
Not enough guidance available	
Time issues	
Lower priority than other issues	
Lack of relevance to the school	
Seen as political correctness	
Other - (please state)	

Appendix B – Pupils' Questionnaire

Section 1 - Your school

1) What are the good points about your school?

The good points about my school are:

2) How would you describe the pupils in your school?

Characteristic	Description of pupils
Age	
Background	
Ethnicity	
Disability	

3) How would you describe the area your school is in?

The area my school is in is:

4) a) What is the best thing about your school?

The best thing about my school is:

b) Has it always been the best thing?

Yes

No

5) How can we make your school better?

You can make my school better by:

6) Is there anything about your school that makes it better than other schools?

Yes

No

We are better than other schools because:

7) Are there things other schools do that you would like us to do?

Yes

No

Other things I would like my school to do:

8) Is there anything you would like to change?

I would change:

9) Is there anything that you think other children would like to change?

Other children might change:

Section 2 - Fairness *(Primary school pupils only)*

1) What is 'fairness'?

'Fairness' is:

2) Is anyone ignored or left out in your school?

Yes

No

3) a) Do you learn about treating people fairly in school?

Yes

No

b) Has it changed how you think about fairness?

Yes

No

4) a) Do you think it is important to treat people fairly?

Yes

No

b) When do you talk about fairness in school?

We talk about fairness in:

Section 2 - Equality (Secondary school pupils only)

1) What do you think 'equality' means?

'Equality is:

2) Do you think there are any equality issues in your school?

- Yes No

The equality issues in my school are:

3) Does your school promote respect and equality?

- Yes No

4) Is there equality across all subjects that are taught?

- Yes No

5) a) Which pupils do well in your school?

The pupils who do well are:

b) Is there help for those who do less well?

- Yes No

6) Does anyone get left out, bullied or treated unfairly?

- a) Left out Yes No
b) Bullied Yes No
c) Treated unfairly Yes No

What does the school do about it?

The school:

7) Is equality important to you?

Yes

No

Section 3 - The experience at school *(all pupils)*

1) How are you treated by the grown-ups / staff who work at your schools?

2) Do they treat you fairly and try and help?

Yes

No

3) How do grown-ups / staff treat each other?

4) Do some people get treated differently?

Yes

No

If so, why do you think this happens?

5) How are you treated by other pupils and how does it make you feel?

6) Do you think some people get left out of things?

Yes

No

7) Has the school tried to help them?

Yes

No

8) How are you helped to feel part of the school?

9) Is everyone able to help in making decisions about school?

Yes

No

10) Do you get the opportunity to try things you haven't done before?

Yes

No

Appendix D – Racial Incident Forms

GUIDE TO COMPLETING ACADEMY RACIAL INCIDENT REPORT FORMS

PURPOSE

The main purpose is to record all racial incidents and to monitor occurrence of such incidents. This will be reported to Governors annually.

DEFINITION OF RACIAL HARRASSMENT

The definition by this Academy is:

'Incident is racist if the Head Teacher defines it to be so, with option of appeal to Chair of the Local Governing Body in the event of disagreement'.

Possible examples of racist incidents are:

- Name-calling
- Comments made against a specific ethnic group or groups
- Stereotyping
- Slogans on walls
- Racist comments written in books
- Physical violence
- Refusal to work with particular students on racial grounds.

RACIAL INCIDENT REPORT FORM

St Mary's Church of England Primary School Trust

HEAD TEACHER'S SIGNATURE:

DATE OF INCIDENT

DATE REPORTED

TO WHOM (title of post)

LOCATION OF INCIDENT (if not in the Academy)	
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VICTIM/S (if more than one, please put number in each box)

Bangladeshi	<input type="text"/>	Indian	<input type="text"/>	Age/s	<input type="text"/>
Black-African	<input type="text"/>	Pakistani	<input type="text"/>	Male	<input type="text"/>
Black-Caribbean	<input type="text"/>	White	<input type="text"/>	Female	<input type="text"/>
Black-Other	<input type="text"/>	Unclassified	<input type="text"/>	Faith/s (if applicable)	<input type="text"/>
Chinese	<input type="text"/>				
Other	<input type="text"/>	Please Specify:			

ALLEGED PERPETRATOR/S (if more than one, please put number in each box)

Bangladeshi	<input type="text"/>	Indian	<input type="text"/>	Age/s	<input type="text"/>
Black-African	<input type="text"/>	Pakistani	<input type="text"/>	Male	<input type="text"/>
Black-Caribbean	<input type="text"/>	White	<input type="text"/>	Female	<input type="text"/>
Black-Other	<input type="text"/>	Unclassified	<input type="text"/>	Faith/s (if applicable)	<input type="text"/>
Chinese	<input type="text"/>				
Other	<input type="text"/>	Please Specify:			

NATURE OF INCIDENT

Oral Written Damage Assault

Other Please Specify.....

BRIEF DETAILS OF INCIDENT...

ACTION TAKEN

INVOLVED:-

Parents EWO Police Social Worker

Other Please Specify.....

