



St Cuthbert with St Matthias  
CE Primary School

## **Single Equality Policy**

**Reviewed and Revised: January 2015**

**Reviewed: Spring 2019**

**Next review: Spring 2020**

# Single Equality Policy (including Race Equality)

## Rationale

St Cuthbert with St Matthias School is committed to promoting understanding of the principles and practices of equality. The school believes that every pupil has the right to be educated in an environment that is supportive, secure and safe. Our aim is to promote equality of opportunity for all and to create an inclusive community that celebrates and values both peoples' similarities and differences.

We value the background of all pupils and staff and encourage the development of their cultural and personal identities.

St Cuthbert with St Matthias School rejects racism and sexism and is opposed to all forms of prejudice, discrimination, intimidation and oppressive behaviour. This policy was written after discussions and input from staff and governors and its implementation is the responsibility of all stakeholders.

## Aims and Objectives

- We will endeavour to ensure that all pupils develop positive self-esteem.
- We are working with children to encourage them to be mutually respectful with regard to race, ethnicity, ability, language, gender, religion, social background and disability.
- We will ensure that this policy will permeate every aspect of school life, including policies related to the curriculum, teaching and learning, management, staffing, support for parents and parental links. Where necessary explicit equality objectives will be included in individual policies.

## Equality Assurance and School Life

### Registration and Naming Systems

All pupils who attend our school have a right to have their name said and spelt correctly by all those using it. We will therefore ensure that all names are pronounced, recorded and written correctly. A person's name is fundamental to his or her identity and it is important that everyone who uses it should show it the respect it deserves. In most cultures naming a child is a very special occasion, marked and celebrated with ceremony. It is therefore important that all children are encouraged to be secure and proud of their heritage names.

We will also encourage parents to use children's names as they appear on birth certificates and passports as we are aware that names are often anglicised when shortened. However, if after discussion, parents feel strongly about a preferred name their wishes will be respected.

### Parents and the Community

St Cuthbert with St Matthias School benefits from a strong PTA. We aim to continue developing this involvement of parents and the wider community. We value our partnership with all parents and will continue to actively encourage parents from all minority ethnic and cultural backgrounds to be involved in school activities.

We have information available for new parents and school newsletters are sent home each week in term time. Each term, a year group newsletter is also sent out containing information about the curriculum, topics and any coming events in specific year groups. A home/school agreement is sent out to each parent in September. This sets out clear guidance and details of the school's expectations. We try to ensure any information is reader-friendly and where necessary this can be translated into languages other than English. Teachers are also happy to speak to parents about any worries or concerns they may have. We make use of

interpreters as appropriate. This may be for parent consultations, a meeting involving an outside agency or any other situations that may require it.

We value our partnership with parents and aim to ensure all parents feel welcome in our school community.

### **Social Inclusion**

We believe every child has the right to a meaningful education. At St Cuthbert with St Matthias School we are fully committed to the inclusion of children from our community. We work closely with pupils, parents/carers, the LA and outside agencies to create a safe, secure and accepting environment for all pupils.

### **Aims**

- In accordance with national and local inclusion guidance, we aim to meet the needs of children with SEN or children who are experiencing social/behavioural difficulties and/or problems of acceptance by their peer group. We do not view this as a new initiative but rather one that builds upon existing good practice, which fosters high achievement in all our pupils.

### **Implementation**

- Parents/carers have a constructive role to play in their child's education and we work hard to develop an open relationship with them. In some cases additional and individual home/school agreements have been set up in joint discussions between the pupil, teacher and parent/carer. These set out achievable targets for the child and are monitored by the parent/carer and teacher.
- Learning Support Assistants and extra staff provide additional support for individuals and groups. This support is given both in class or a pupil(s) may be withdrawn and given 1-1 support.
- With the child we discuss ways in which they can monitor and manage their own behaviour and provide them with strategies to do so.
- We call upon the expertise of colleagues beyond the school (eg Teachers from the EIT, the school's Educational Psychologist etc.)

### **Strategies for teaching and learning**

- Staff have high expectations of all pupils and they are appropriately challenged so that they reach their maximum potential.
- A range of teaching strategies and a variety of resources are used by staff, to ensure all pupils have access to the full range of opportunities that the school provides.
- Teachers work closely with language and learning support staff to ensure that the needs of traveller pupils, EAL pupils, pupils with SEN and pupils from asylum seeking families are met.
- All staff strive to promote a positive attitude towards learning in an atmosphere of mutual respect, co-operation and good relations between different groups of pupils.
- All staff interact positively with pupils in order to build their self esteem and confidence and help them develop their personal identity.
- Displays and resources contain positive and non-stereotypical images in relation to gender, ethnicity, religion, culture and disability.
- Displays show a variety of individual pupils' best work, not just 'The best work.'
- Teachers have close links with parents and they are kept well informed of issues involving their child's learning or behaviour.

## **Assessment, monitoring and evaluation**

- We aim to ensure assessment materials and methods do not disadvantage pupils from different cultures or linguistic backgrounds or those who have any form of special need.
- There are clear systems in place for targeting, tracking and monitoring individual progress and the progress of vulnerable groups.
- We monitor pupils' progress and achievement by gender and ethnicity.
- Results from monitoring and assessments are used to set targets and plan future work to ensure each pupil reaches his or her full potential.

## **Assemblies**

We are a Church of England School. Through our assemblies we aim to challenge stereotypes, allowing pupils to positively encounter and celebrate the diversity of cultures and beliefs within our school community. We aim to take pupils beyond ignorance and racist attitudes, to understanding and respect for those with cultures and beliefs different from their own.

With stories and discussions we encourage all children to develop a positive image of themselves and help them develop their moral and spiritual awareness.

Throughout the year each class will present a class assembly exploring a variety of topics and themes. These include key events in the major world faiths. The themes chosen ensure that all children can take an active part in the assembly. All parents of pupils in that class are welcome to attend.

## **Extra-curricular activities**

At St Cuthbert with St Matthias School staff are keen to share their skills and talents in a variety of areas. We offer a number of extra-curricular clubs and aim to involve as many children as possible. Some examples of the clubs on offer are: football, netball, DT, mini-bridge, ICT, recorder, choir and science. The clubs vary from year to year depending on the talents of the staff.

Clubs are offered to different year groups at various times throughout the year. In our provision we aim to give all year groups access to a similar number of clubs each term. The children are asked to make a £1 voluntary contribution towards the cost of materials. However, no family will be discriminated against if they cannot afford the contribution.

Staff can only offer a limited number of places in each club and unfortunately may have to disappoint some children. Where numbers are limited, teachers will wait until the end of the closing date before selecting club members. Preference will be given to children who are not likely to take part in activities out of school. The take up of clubs is monitored to ensure fair and equal access.

We recognise that some children may have difficulty completing homework for a variety of reasons and currently offer a homework club for invited children. The club is open to all year groups and staff consult closely with one another to decide upon specific children who would benefit from attendance.

The purpose of this club is to provide support for children with their homework and offer them a variety of resources, particularly ICT and internet access, that they might not otherwise be able to access.

## **Gender and race equality**

We believe it is important that children learn to respect themselves and each other as individual citizens. In this way we can build a school community based on mutual and active respect, which understands and values diversity. There is no place in our school for unfair treatment, harassment or discrimination.

All staff have high standards for all pupils. We endeavour to provide an education of the highest possible quality. Where necessary, we will provide additional resources to ensure that all children have equal access to our broad curriculum, including extra-curricular activities.

## **Racism**

Racism is completely unacceptable and is not tolerated in our school. Racist behaviour includes the use of racist language, racist attitudes and any practice that discriminates against a person or group on grounds of colour, culture or ethnicity.

Racist incidents are taken very seriously, and dealt with immediately. Staff follow the LA guidance for dealing with racist incidents. This always involves support for the victim. For monitoring purposes all such incidents are recorded and reported to the Governing Body and the Local Authority. In response to each recorded incident staff will also contact the parents of both the victim(s) and perpetrator(s). The LA's published document 'Education for Equality' includes further comprehensive guidelines and recommendations for dealing with racist incidents, and incidents of religious or cultural prejudice which we aim to follow. (See Appendix 2). This meets the recommendations of the Stephen Lawrence Enquiry Report on Reporting and Recording Racist Behaviour.

## **Responsibilities**

### **The co-ordinator**

The equality assurance co-ordinator will be responsible for:

- Taking the lead in policy development and the production of schemes of work.
- Support colleagues, answering queries, giving assistance with any additional planning as required.
- Monitoring equality issues in the school and will advise the head teacher on action needed.
- Taking responsibility for the purchase and organisation of resources.
- Attending training courses and keeping up to date with developments in equality issues and will disseminate information to colleagues as appropriate.

### **The Governing Body**

The governing body will be responsible for:

- Ensuring that the school complies with legislation, and that this and related schemes, procedures and strategies are implemented.

### **Head teacher**

The head teacher will be responsible for:

- Implementing this and related equality schemes.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any case of unlawful discrimination.

### **Staff**

All staff are expected to:

- Report and deal with racist behaviour.
- Know how to identify and challenge racial, cultural and gender bias and stereotyping.
- Support EAL, SEN, travellers, refugee and asylum seeking pupils.

- Incorporate principles of equality and diversity into all aspects of their work.

**Staff, pupils and parents/carers**

This policy applies to all staff, governors and pupils; all parents, visitors, contractors and any other persons are expected to comply with this policy.

**Training and Development**

All governors will be expected to undertake an induction programme to ensure that they are aware of equality assurance issues and the implication for the work of the governing body. All staff will be offered training and professional development opportunities to keep them updated with developments on equalities and to help them to implement this policy and related schemes.

**Breaches of the Policy**

Breaches of this policy will be taken seriously and will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**Action Plan**

We will draw up an action plan for the implementation of this policy and for monitoring its impact. This will form an annex to the School Improvement Plan.

*Reviewed: Personnel Committee, January 2017*