



# St Nicholas' Primary and Nursery School

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## Equality Policy

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2022 – 2024

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**The school adheres to Oxfordshire County Council's model policy as follows.**

<http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity>

**Equality Act 2010** - meeting the statutory duty. Department for Education guidance:

Equality Act 2010: advice for school leaders, school staff, governing bodies and local authorities (.pdf format, 338Kb)

**Ofsted guidance:**

Inspecting equalities: Ofsted briefing for section 5 inspection (.pdf format, 110Kb)

**Home Office guidance:**

Home Office Equality Act 2010 guidance

**OCC Guidance** - printable summary of what the single equality duty means for schools:

The Equality Act 2010: guidance for schools (.pdf format, 41Kb)

**Equality in Employment** - Summarises the Public Sector Equality Duty in relation to information on employees:

Equality Act 2010: Employment Duties (.pdf format, 42Kb)

## **Introduction:**

At St Nicholas' Primary School we aim to provide the highest possible standards of equality and excellence for all.

This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in-line with legislative requirements of the 2010 Equality Act.

## **Our approach to Promoting Equality:**

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment: promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person, through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified.

This covers race, colour, nationality, ethnic or national origin, religion or beliefs, gender, marital status, special educational needs, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

## **A Cohesive Community:**

St Nicholas' Primary School is situated in the city of Oxford. The school reflects the ethnic and socio-economic diversity of the local community. Through our values and ethos "Live Learn and be happy" we are committed to the principles of inclusion and equality

In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination for all.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity and disability.

## **Pupil Attainment and Progress:**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school will take positive steps and make reasonable adjustments to ensure all pupils can fully participate in the education and that they can enjoy the other benefits, facilities and services which the school provides for pupils both inside and outside the classroom.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and take

account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### **The Quality of provision – Teaching and Learning:**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupil's experiences and starting points and are responsive to pupil's different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEN.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. All staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The Quality of Provision – Curriculum and Other Activities:**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups including travellers, refugees and asylum seekers
- pupils who are more able
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual moral, social and cultural development of all pupils.

### **The Quality of Provision – Guidance and Support**

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs and disability. The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

### **Ensuring Fair Access and Equal Opportunities for Pupils**

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school:

- Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).
- Monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- Will ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

### **Ensuring Fair and Equal Treatment for Staff and Others**

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school, we will:

- Demonstrate our commitment to equal opportunities principles to promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Wherever possible that the staffing of the school reflects the diversity of our community.
- **Employer Duties:** As an employer we need to ensure we promote equality across all groups within our workforce; we eliminate discrimination and harassment in our employment practice and key decisions of staffing. We will
  - Monitoring bullying and harassment of staff.
  - Continued professional development opportunities for all staff.
  - Promoting dignity at work through adoption the OCC Dignity at Work Policy.

### **Tackling Discrimination**

We have procedures for disciplining pupils and **managing behaviour** that are fair and applied equally to all. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour (see Positive Behaviour Policy).

Clear procedures are in place so that all forms of **bullying and harassment**, including racism and harassment related to disability, sexism, gender and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff 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.

All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and LA and are monitored to ensure that they are dealt with effectively. This school will follow policy and will take all reasonable steps to prevent the **exclusion** of a pupil for a reason related to any disability that they may have (see exclusion policy). We follow Oxfordshire County Council's **admissions arrangements** which are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

### **Partnership with Pupils, Parents and the Wider Community:**

Information and meetings for parents are made accessible for all.

Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education. Parents and others can help in school, for example by helping in classrooms, at Forest School sessions, on trips, hearing children read, joining the PTA, governing body etc.

Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

#### LINGUISTIC DIVERSITY

We recognise and celebrate the linguistic diversity in British society and look for opportunities to enrich the curricular experience of all our pupils by:

Highlighting how English has borrowed from other languages.

Raising awareness of the similarities and differences between English and other languages.

Reflecting the multilingual nature of our wider society in our resources and displays.

### **Race Equality:**

St Nicholas' Primary School recognises its duty to:

Promote equality of opportunity and good race relations

Eliminate unlawful racial discrimination.

In order to do this, the school has:

- A clear plan for promoting inclusion, supported by clear procedures for reporting and dealing with racial incidents.
- Set up procedures to assess and monitor the impact on pupil attainment.

### **Religion or Belief:**

St Nicholas' Primary school recognises and celebrates diversity of religion and culture in the community. Equality action plan will ensure pupils and parents can fully participate in all activities.

### **Disability Equality:**

St Nicholas' Primary School is committed to recognising that all individuals are special and equal. The stakeholders recognise their duty to make reasonable adjustments to ensure that disabled pupils can fully participate in all aspects of school life including curricular and non-curricular activities. The school will monitor and evaluate this in line with the **Disability Equality Duty and Equality Act 2010 Code of Practice for Schools**.

**Special Educational Needs** (see separate policy)

### **Sex/Gender Equality:**

St. Nicholas' Primary School is committed to ensuring that pupils are not unfavourably discriminated against on the grounds of gender or sexual orientation and that pupils can fully participate in all aspects of school life including curricular and non-curricular activities.

### **Roles and Responsibilities:**

Everyone who works at St Nicholas Primary School has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

#### **Our Staff:**

(Teaching and Non-teaching)

- All staff will ensure that pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff Promoting equality and good community relations and will strive to provide curriculum that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia in a positive and anti-discriminatory way and record any serious incidents, according to school procedure.

#### **Our Headteacher will:**

- Implement the school's Equality Policy; supported by the Governing Body in doing so.
- Ensure that all staff and parents are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Making sure all staff know their responsibilities and receive training and support in carrying

these out.

- Taking appropriate action in cases of harassment and discrimination.
- Oversee and monitor the Equality Action Plan.

**Our governors will:**

- Ensure the school complies with all current equality legislation.
- Ensure robust policy and its procedures are in place and are followed
- 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.
- Monitoring incidents on a termly basis.

**Visitors and Contractors will:**

- Know and follow our equality policy and procedure

**Responsibility for a named member of staff and a named Governor:**

- Coordinate effective implementation and monitoring of equality Action Plan
- Monitoring the progress and attainment, attendance and participation of vulnerable and identified groups of pupils.

**Consultation and Involvement:**

- It is a requirement that the development of this Policy and the actions within it have been informed by the input of staff, pupils, parents and carers, and governors. We have achieved this by using the following to shape the policy:
- Feedback from the Annual Parent and Pupil Questionnaires, feedback from other activities (visitors, staff, parents, pupils), Parents' Evening.
- Input from staff and parent surveys or through staff meetings / INSET/parents' forum.
- Feedback from the School Council, PSHE lessons, whole school surveys on children's attitudes to school and learning.
- Issues raised in annual reviews or reviews of progress on Behaviour Support Plans, mentoring and support.
- Feedback at Governing Body meetings.

### **CHECK LIST FOR STAFF AND GOVERNORS**

- ✓ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ✓ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?