

Ireleth St Peter's CE Primary School

Equality Policy 2017-2021

Inspiring

Successful

Partnership

Working together to learn, achieve, grow and develop with Christian values at the heart of our strong family community.

At Ireleth St Peter's, Christian values are embraced throughout our school in a caring respectful environment where everyone matters and feels valued. At our school pupils feel happy, safe and secure. Working together with parents, staff, governors and the local community, we empower our pupils to excel. Daily worship takes place to allow pupils time for reflection and to be reminded of God's presence. We nurture our pupils, in an inclusive curriculum, to be the best that they can be. Whilst at St Peter's, pupils will develop into strong and respectful individuals, following in Jesus' footsteps.

Equality Statement

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The policy recognises that the school has a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty [PSED]

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- Publish Equality objectives and review them annually

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

We will make a commitment to listening to staff, pupils, parents and other school users on developing the Equality Policy and action plan through a staff working party, school council, parent events and through the school website.

The Equality Policy and the school's responsibilities will be promoted within the school community through Parents' Forums, being available on the school website and by paper copies on request. It will also be included in the staff induction pack too.

The Headteacher and Governors will have the responsibility for managing this Equality Policy.

Profile of our school

Ireleth St. Peter's CE School is a village school, set in an isolated rural area. It is smaller than the national average with 38 pupils on roll (25 boys and 13 girls). Ireleth St Peter's is set into a hillside location with lovely views across the Duddon Estuary. The school serves the immediate area and also has 7.9% of pupils out of the catchment area.

Ireleth St. Peter's is a voluntary aided Church of England School. Over the year, we have developed very good links with the community and hoping to develop further links with the local church.

Our School Parliament consists of one child from each year group who meet on a regular basis.

Ethnicity Equality Policy

What are the key Race Equality issues for our school?

100% of the school population is White British and all children speak English.

Through PSHE, Topic lessons and Collective Worship, we educate children about other cultures from around the world. We have are also linked with a large school in Thailand.

What is your school's performance on Ethnicity and attainment?

N/A

What steps has the school taken to address racial incidents and racist bullying?

There have been no racial incidents within the school community.

Children express that they feel safe in school.

What impact have we already had on race equality in our school?

Discussions in School Parliament

Links with a large school in Thailand to explore other cultures.

Family group activities to educate our children on equality.

Disability Equality Policy

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.



The social model focuses on the social environment and how it causes some people to be disabled:



With thanks to Stockton-on-Tees for diagram

What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer’s disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

****Please see our Accessibility plan****

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

We have cognitive development groups in school i.e. dyslexic, ASD and children with moderate learning difficulties. There are children medicated for ADHD. More recently we have observed speech and language difficulties and also delays in fine motor skills.

The application for appointment form for all new staff provides for the recording of any disability.

Staff CPD is relevant and up to date.

There is a health care plan in place for a child with diabetes.

Asthma care plans are kept in school and shared with appropriate staff.

What is your school's performance on Disability and attainment?

Children make good progress during their time at Ireleth St Peter's due to the small class sizes, adult support and intervention packages put in place.

Teacher assessments are used to monitor progress and attainment for children with disabilities through liaison with the SENCO.

Headteacher and class teacher meet to discuss performance of SEND children and carefully analyse progress on a termly basis.

Parents are made aware and kept up to date with attainment.

What steps has the school taken to address incidents bullying against disabled people or that promote stigma about disability?

There have been no incidents of bullying against any pupil at Ireleth St Peter's.

What impact have we already had on disability equality in our school?

Visit from Paralympian Beverly Jones who has won medals in the Paralympics. Beverly has competed in London, Rio and Sydney and was a true inspiration to the children who were given the key message that if you try hard enough, anything is possible.

The infant class had a visit from a Vision Support in Barrow in Furness who brought Joan along who is completely blind.

The children receive monthly assemblies from J4J.

Gender Equality Policy

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy. These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for specific subjects.
- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

What are the key issues for our school?

Remove the stereotypical 'girls v. boys'.

What is your school's performance on Gender and attainment?

Currently girls are outperforming boys in writing across School. In EY, boys are stronger at Maths but then show signs of delayed fine motor development.

What impact have we already had on gender equality in our school?

Mixed sports teams with boys and girls, attending local competitions.

Mixed School Parliament, play leaders and dinner monitors.

Anti-bullying policy.

Mixed family groups with boys and girls.

Collective Worship and performances with main parts evenly distributed between gender.

Young Voices concert at Manchester which had a higher percentage of boys attending.

Mixed after school clubs.

Sexual Orientation Equality Policy (Including Transgender)

Approximately 3% of the population are Lesbian, Gay or Bisexual. In Cumbria this is about 15,000 people. Developing an inclusive approach to understanding Sexual Orientation and Gender Reassignment is critical to achieving Equality.

Lesbian, Gay and Bisexual young people have the same needs as all other young people - they want to feel safe, included and are able to fulfill their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

Homophobic bullying

Stonewall's 2007 research [The School Report](#) found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98 per cent hear phrases like 'That's so gay' or 'You're so gay'. School staff should also be aware of the consequences and what they can do. Stonewall's guide on [Challenging homophobic language](#) and [guidance](#)

Lesbian, gay and bisexual issues in the curriculum

The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay and Bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay and Bisexual issues.

Stonewall's 2009 report [The Teachers' Report](#) found that more than nine in ten secondary school teachers say Lesbian and Gay issues should be addressed in schools.

What are the key issues for our school?

Possible use of language and ignorance to this.

Discussions to be had in PSHE lessons for UKS2

What steps has the school taken to address homophobic bullying or language and behaviour to reduce homophobia in society?

There have been no incidences of this type of behaviour

What impact have we already had on addressing Sexual Orientation and Equality in our school?

UKS2 Children attended drama production at local secondary school.

Children in UKS2 receive Sex education from a local health care professional during the summer term. Parents are also provided with an information meeting.

Age Equality Policy

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

What are the key issues for our school?

Families, parents and grandparent carers engage fully in school life including attending Playgroup with a younger sibling.

What impact have we already had on age equality in our school?

Children regularly attend Church where they mix with older residents from the local community. Children also visit The Old Vicarage in Ireleth where they spend time with older residents who are being cared for.

Religion/Belief Equality Policy

The Equality Act recognises that Religion and Belief as a Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

What are the key issues for our school?

We are a voluntary aided Church of England School. Our local Church, St Peter's, is a five minute walk up the hill. As a school we are developing close links with our Church and attending more often, especially for religious festivals/celebrations.

As a school, we need to develop the children's knowledge of religion around the world.

What impact have we already had on religion/belief equality in our school?

Religious equality is promoted throughout school:

Family groups

Daily collective worship

Value of the month

Fundraising

Regular church visits

Community events

Parishioner visits to School

Discrete RE teaching

Trips and visits

Close relationship with the priest in charge of our Parish.

Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds.

In the case of a school, no pupil will be discriminated against purely on the grounds of pregnancy. Up to 18 calendar weeks authorised absence period may be given immediately before and after the birth in order to ensure that the student is reintegrated into education as quickly as possible.

Female members of staff are already covered under existing employment legislation.

What are the key issues for our school?

That no student should be discriminated against because she has been pregnant, or if she has given birth and the baby was still born (as long as this was at least 24 week before the expected due date). The female student is protected against unfavourable treatment within a 26 week period from the birth of the baby and this includes any discriminatory behaviour because she is breast feeding.

This relates to both indirect and indirect discrimination.

Our pupils are mixed sex with an age range of 4 – 11 years.

What provision do we already have in place for female students who are pregnant or have maternity needs within our school?

This is not an issue but would be addressed if the need arose.

Good Relations Policy

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links

Our School is also part of the SSP (Small Schools Partnership), Primary Liaison at Dowdales and Church Headteacher group.

What are the key issues for our school?

Improving relationships and partnerships between the school and local village.

What impact have we already had on community cohesion in our school?

Open Evening

Weekly Playgroup for 0-4 year olds

Facebook and Twitter

Participation in local community events

Regular advertising via the local media including NWEM.

Professional banners displayed to promote School.

Parents are now more involved in daily school life.

Weekly headteacher newsletters.

Links with local and global schools.

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping
- Collective worship – values based
- Weekly Parishioner visits
- School trips and visitors to school
- E-safety lessons

- Topic work across school

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups
- Behaviour policy
- Admissions policy
- Anti-bullying policy

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change
- SEND team
- School Nurse for children in Reception and Year 6
- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist

Date agreed by Governors

Review Date

Signed:.....