POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Single Equality Policy

Issue Number	Date	Author	Approver	Changes	Review
2	16.12.24	N. Bitsakaki	Curriculum Committee	Updated some wording and terms FSM to PP, Children in Care to LAC	December 2027

Our Mission statement:

St Chad's Church of England Primary School aims to develop all its pupils to their full intellectual, spiritual and physical potential by creating an atmosphere based on Christian faith and values in the Anglican tradition.

Policy Aims

1. Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Poulton St Chad's CE Primary School to ensure that equality of opportunity is available to all members of the school community as set out in our mission statement. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:
- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Poulton St Chad's CE Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2. School in Context

Consideration is made of the following groups in school, some of which are very small.

Gender balance

Our school population consists of 49.8% girls and 50.2% boys.

Socio-Economic Indicators

Within a 2km radius of the Tithebarn Ward in which school is located, the local child deprivation rate is 13.2%. We have 8.9% of our children eligible for free school meals which is lower than the national average and the local average.

Ethnic heritage

The majority of our children (97.5%) are White British. We have 2.5% children from an ethnic minority.

Religious Diversity

Our children are: Christian (49%) Buddhist (0.04%) Muslim (0.04%) Other Faith (0.08%) No faith (6%) Prefer not to Say (43%)

Pupil Premium (PP)

The percentage of children who qualify for Pupil Premium is 9.8% which is below the national average.

Special Educational Needs and Disability

We have lower than the national average number of pupils on Education Health Care Plans (0.3%). We identify children with needs early and place them on SEN Support (10%) and when necessary ensure external support for these children through other professional agencies.

Attendance

Attendance is 95% and above the national average.

Mobility

From January 2024-Decemeber 2024 we have had 1.2 % mobility. This relates to transition both into the school and to other schools and is usually low, year on year.

Children Looked After (CLA)

Currently we have 0.08% of our children who are looked after.

School Accessibility

The majority of the school is at one level and is wheelchair accessible. There is a shower and toilet accessible to disabled pupils, staff and visitors. Adjustments are made to class seating to accommodate pupils with any hearing or visual impairments. Any adaptations for visual/hearing impaired pupils are made as assessed to be necessary. School has recently had dimmer lighting installed throughout, to assist children with SEND.

Demographic trends in the local area

There are no specific demographic trends currently having any impact on the school, although potential housing developments may do so in future. The school is currently oversubscribed in most year groups.

3. Ethos and Atmosphere

Poulton St Chad's is a Church of England Primary School, serving the town of Poulton in which it is situated and beyond. It places a great importance on its Christian character and ethos. People of other faiths and no faith are welcome and pupils and their families encouraged to share their faith traditions and special celebrations.

- At Poulton St Chad's CE Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school

- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. This intervention is rapid and prevents escalation.
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

4. Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with staff and the governing body.

5. Monitoring and Review

Poulton St Chad's CE Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students. This includes ethnicity, faith, disability, pupil premium and gender.

Attainment data, attendance data, exclusions, complaints of bullying or harassment are analysed by ethnicity, disability, gender, pupil premium. Involvement with extended learning opportunities are analysed for such groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
- Attendance and persistent and severe absenteeism
- Exclusions
- All forms of bullying, whether racism, disabilism, sexism, homophobia, in any form including cyber bullying.
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Poulton St Chad's CE Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors which is reported to staff and governors on an annual basis.

A three year action plan is developed following analysis of the data. The action plan will be reviewed on an annual basis.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head teacher
Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6. Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils

- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration is given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Poulton St Chad's CE Primary School, we aim to ensure that:
- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression
- Here at Poulton St Chad's CE Primary School whilst it is recognised that parents have the right to withdraw their child from worship, as a Church school the Christian ethos underpins and permeates the ethos and curriculum of the school and it is not realistic to expect a child to be able to be isolated from this.

Resources and Materials

The provision of good quality resources and materials within Poulton St Chad's CE Primary School is a high priority. These resources:
- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Poulton St Chad's CE Primary School that all members of the school community use appropriate language which:
- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide all pupils with equal access to age appropriate activities. We undertake responsibility for making contributions to extended learning opportunities and try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for EAL Pupils

We monitor new intake and arrivals for EAL children and undertake at Poulton St Chad's CE Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.
- This includes pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored (on equality grounds) and reported to the Governing Body termly.
- Training on Prevent is undertaken regularly and the level of risk at this school has been identified as low and may be shown as a lack of respect for others and the use of inappropriate language. This will be challenged.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

- Note is taken that under the Equality Act 2010 an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. As an aided school this relates to those roles that provide spiritual leadership. However, this would not apply for all staff in School. There are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.
- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities
- Whenever possible the school plays a role in supporting the wider community, both local and beyond.

7. Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We try to ensure all visitors to the school adhere to our commitment to equality

8. Commissioning and Procurement

Poulton St Chad's CE Primary School will ensure that we buy services from organisations that comply with equality legislation when this information is available.

9. The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. Reporting to Governors will include information on these groups and any significant issues.

10. Publicising the Policy and Plan

This document will be published on the school website and made available on request.

11. Annual Review of Progress
An annual review of progress is undertaken via the headteacher's report to the governing body.
The policy has a life span of three years and will be reviewed and revised as part of a three-year cycle.

12. Equality Impact Assessments

Equality impact assessments (EIAs) will be undertaken to analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no identified group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged.