**St John the Evangelist CE Primary School**

**Equality Policy**

**Vision Statement:**

***St. John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.***

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

* Eliminate discrimination,
* Advance equality of opportunity
* Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

* Age (for employees only)
* Disability
* Race (includes ethnic or national origins, colour or nationality)
* Gender (including issues of transgender)
* Gender reassignment
* Maternity and pregnancy
* Religion and belief (includes lack of belief)
* Sexual identity
* Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

* Publish equality information – to demonstrate compliance with the general duty across its functions

**We will not publish any information that can specifically identify any child**

* Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

* Admissions
* Attendance
* Attainment
* Exclusions
* Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

* Recognise and respect diversity
* Foster positive attitudes and relationships, and a shared sense of belonging
* Observe good equalities practice, including staff recruitment, retention and development
* Aim to reduce and remove existing inequalities and barriers
* Consult and involve widely
* Strive to ensure that society will benefit

**Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

We believe that promoting Equality is the whole schools responsibility:

| **School Community** | **Responsibility** |
| --- | --- |
| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. |
| Head teacher | As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Management Team | To support the Head as above  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.  Design and deliver an inclusive curriculum  Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Non Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders  Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated  Support colleagues within the school community  Ensure that you are aware of your responsibility to record and report prejudice related incidents |
| Parents | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these  Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality.  Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these  Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and advertising through the school newsletter.

**Links to other policies**

This policy links to, and should be read in conjunction with, the SEND policy, the behaviour policy and the school improvement plan.

**Curriculum**

The aims of the equality policy are supported by our curriculum and forms part of our focus on children’s spiritual, moral, social and cultural (SMSC) development. Equality issues may be covered as part of collective worship, for example, discussions of racism. As part of our curriculum we consider the role models, examples and literature children learn from and endeavour to use a wide range of examples from different backgrounds.

**Equality objectives**

Based on our school cohort the following equality objectives have been set.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Actions** | **Lead** | **Resources/cost** |
| Obj: To develop support for pupils with EAL.  Why: increase in number of pupils with EAL. | Research and purchase resources for pupils with EAL to ensure smooth start and appropriate interventions in place for staff to follow.  Devise a pre-start induction so that children arriving have a smooth start. | Subject leaders. | Resources: Est. £500 |
| To increase the participation of disadvantaged pupils in additional activities including trips/visitors and clubs.  Why: disadvantaged pupils’ participation is lower than peers. | Ensure PP funding includes support for pupils e.g. trip support.  Pastoral lead to work with families on bespoke needs.  Office to monitor pupils’ participation in extracurricular activities.  School to offer free clubs throughout the year. | PE lead/HT. | Trip support: Est: £2000 |
| Improve ‘pupil voice’ in the school’s improvement drive.  Why: School must ensure it listens to all groups | New school vision team to develop system to ensure all school members have voice heard on important school matters. | HT/DHT | time |

**Complaints**

Complaints with regard to this policy will be dealt with via the schools’ complaints procedure, a copy of which is available from the school office.

**Monitoring**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Equality Policy reviewed and approved by Curriculum committee on 15 January 2025

Chair of Governing Body: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A**

**Procedure for Dealing with Racist Incidents**

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The school is committed to an anti-racist standpoint.

**Safe, happy, learning.**

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

**Strategies to encourage positive pupil behaviour**

All staff will promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racist incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism:

**Identification**

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation, which are cumulative in effect.

2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.

3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.

4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

**Referral**

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff are to report directly to the Head Teacher without delay, any incident of suspected racism. MDAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

**Action**

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

A Racist Incident Sheet will be completed and passed to the Head Teacher without delay.

The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the main office.

Staff will be informed appropriately of pupils involved in a racial incident or of any potential incidents and what action to take.

[http://t2.gstatic.com/images?q=tbn:ANd9GcQ_uPiaFM7Ag9jVT-Al2iRXezrpdFlxX4kTxzD4oaerUYwOa8dacnXO_w:www.crimestoppers-uk.org/webimages/regional/Cheshire/cec_logo.jpg](http://www.google.co.uk/imgres?imgurl=http://www.crimestoppers-uk.org/webimages/regional/Cheshire/cec_logo.jpg&imgrefurl=http://www.crimestoppers-uk.org/in-your-area/north-west/cheshire/our-partners-cheshire-crimestoppers/our-working-partners/cheshire-east-council&usg=__OpJirAv9-U6iSZ6sf8d27Yfx_pA=&h=106&w=235&sz=15&hl=en&start=2&zoom=1&tbnid=xbmWAQuOwPaZwM:&tbnh=49&tbnw=109&ei=DEzEUYjnAabI0QX1tYHIDg&prev=/search?q=cheshire+east+logo&safe=vss&hl=en&biw=1366&bih=566&sout=1&site=imghp&tbm=isch&itbs=1&sa=X&ved=0CC4QrQMwAQ)

**RACIST INCIDENT MONITORING FORM**

**SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DCFS No:** \_\_\_\_\_\_\_\_\_\_

**SECTION ONE: YOUR DETAILS**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION TWO: VICTIMS DETAILS**

Male Female

Pupil Staff Parent Visitor Other

Year Group (if pupil) Statemented SEN Traveller Cared for child

Refugee/asylum seeker

**Ethnic Background**

**Asian or Asian British Black or Black British**

Indian Caribbean

Pakistani African

Bangladeshi Any other Black background

Any other Asian background

**White Mixed**

British White and Black Caribbean

Irish White and Black African

Traveller of Irish Heritage White and Asian

Gypsy/Roma Any other mixed background

Any other White background

Chinese

Any Other ethnic background

**Religion**

None Hindu Jewish

Christian Muslim Other

Buddhist Sikh

Language if not English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION THREE: INCIDENT DETAILS**

Date and time of incident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Witnessed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reported to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Incident**

Derogatory name calling, insults and racist ‘jokes’

Verbal abuse and threats

Racist graffiti

Provocative behaviour such as wearing racist badges or insignia

Racist comments in the course of discussions

Ridicule of an individual’s cultural differences eg food, music, dress, language etc.

Bringing racist materials such as leaflets, comics, magazines and computer software into the school

Using the school’s computer system to access or distribute racist material

Attempts to recruit other pupils and students into racist organisations

Physical assault which is racially motivated

Incitement of others to behave in a racist way

Refusal to co-operate with other people because of their race, colour, ethnicity or language

Other

If necessary please give brief details in Section Six

**SECTION FOUR: PERPETRATORS DETAILS**

Male Female

Pupil Staff Parent Visitor Other

Year Group (if pupil) Statemented SEN Traveller Cared for Children

Refugee/asylum seeker

**Ethnic Background**

**Asian or Asian British Black or Black British**

Indian Caribbean

Pakistani African

Bangladeshi Any other Black background

Any other Asian background

**White Mixed**

British White and Black Caribbean Chinese

Irish White and Black African

Traveller of Irish Heritage White and Asian

Gypsy/Roma Any other mixed background

Any other White background

Any Other ethnic background

**Religion**

None Hindu Jewish

Christian Muslim Other

Buddhist Sikh

Language if not English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many Male Female

If more than one perpetrator please enter this information for all perpetrators separately

**SECTION FIVE: ACTION TAKEN**

Investigation revealed that the incident was not racially motivated

Perpetrator exonerated, no further action

Perpetrator reported to Headteacher or other senior manager

School policy on racism explained to perpetrator

Parents/guardians/Carers informed

Fixed term/permanent exclusion (delete as appropriate) of perpetrators

Graffiti removed

Material confiscated and removed

External agencies involved (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Victim supported and counselled

**SECTION SIX**

Further details you may wish to add (please continue on separate sheet if necessary)

Please retain this form in school and use to complete the annual monitoring return.

**Appendix B** Table of Roles and Responsibilities

**Governors will:**

* Provide leadership and drive for the development and regular review of the School’s equality and other policies
* Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of School policies
* Highlight good practice and promote it throughout the School and wider community
* Provide appropriate role models for all managers, staff and pupils
* Congratulate examples of good practice from the School and among individual managers, staff and pupils
* Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
* Ensure that the School carries out the letter and the spirit of the statutory duties (and ensuring the provision of ‘returns’ to the local authority)

**Head Teacher and senior staff will:**

* Initiate and oversee the development and regular review of equality policies and

procedures

* Consult pupils, staff and stakeholders in the development and review of the policies
* Ensure the effective communication of the policies to all pupils, staff and stakeholders
* Ensure that managers and staff are trained as necessary to carry out the policies
* Oversee the effective implementation of the policies
* Hold line managers accountable for effective policy implementation
* Provide appropriate role models for all managers, staff and pupils
* Highlight good practice from departments, individual managers, staff and pupils
* Provide mechanisms for the sharing of good practice
* Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
* Ensure that the School carries out its statutory duties effectively

**Line managers will:**

* Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
* Implement the School’s equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
* Be accountable for the behaviour of the staff team, individual members of staff and pupils
* Use informal and formal procedures as necessary to deal with ‘difficult’ situations
* Behave in accordance with the School’s policies, leading by example
* Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
* Contribute to managing the implementation of the School’s equality scheme

**All staff will:**

* Contribute to consultations and reviews
* Raise issues with line managers which could contribute to policy review and development
* Maintain awareness of the School’s current equality policy and procedures
* Implement the policy as it applies to staff and pupils
* Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the School’s equality scheme
* Provide a consistent response to incidents, e.g. bullying cases and racist incidents
* Contribute to the implementation of the School’s equality scheme