



St. Paul's Dorking

Church of England (Aided) Primary School

Equality Policy

Policy date: December 2022

Review date: December 2025

Reviewed December 2022

Lead Governor and Lead SLT	Governor : Chair SLT : Head teacher
Approved by Governing Body on:	December 2022
Objectives Review Cycle	annually
Policy Review Cycle:	every three years
Review Date:	December 2025

Introduction

In carrying out its functions, the school will always have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

This policy sets out St Paul's CE Primary School's approach to equality.

Vision and Values

The school's vision is Inspiring Learning, Nurturing Wholeness.

Our core values on which this policy is based include:

- a culture of respecting everyone equally, showing dignity to all others;
- promoting wisdom, helping everyone in our community to understand right from wrong and with integrity make God-honouring choices
- An understanding of compassion that builds empathy, allowing us to connect with others sensitively and with understanding
- a community where pupils are well prepared for life in a diverse society.

The School's overall approach to Equality

The School's Equality Policy provides a framework to pursue its equality duties in regard to:

- elimination of unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- fostering good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through this Equality Policy, the school will seek to ensure that no pupil, staff member, parent, guardian or carer or any other person through their contact with the school receives less favourable treatment. This includes those with the protected characteristics identified within the Equality Act (2010) - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment **(NB 'age' is also a protected characteristic but not in relation to pupils of any age in a school).*

To aid the school in ensuring that it has due regard for equality, the school will carry out an impact assessment to inform future planning and decision-making (see Appendix 1).

The School Context

St Paul's CE Primary School profile, as bench marked by ASP (Analyse School Performance), is a larger than average primary school, with 417 children compared to a national average of 275.

Statistical information shows that:

- 53.6% of our pupils are girls
- 20.3% of children were eligible for FSM,
- 19.2% are children from ethnic minorities,
- 20.8% do not have English as a first language,
- 22.2% pupils receive SEND support (2.8% with an EHCP)
- the deprivation factor is 6%

(also see Appendix 2)

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation;
- making sure this policy is properly implemented;
- making sure related procedures are followed;
- assigning a named governor;
- Annual pay review committee will monitor recruitment and career progress of staff from different groups and communities;
- Resources committee will ensure reasonable adjustment to buildings and resources to best support disabled learners;
- Learning committee will ensure reasonable adjustment and support is provided for disabled learners;
- Resources committee will ensure that all pupils and staff are able to respect their religion.
- Resources committee will ensure that all pupils are able to participate fully in all school activities

The Headteacher is responsible for:

- making sure that this policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- making sure that the governors, staff, pupils and their parents/carers are aware of the school's expectations in respect of behaviour, and the school's anti bullying policy;
- making sure that the procedures in this policy are followed;
- producing annual information for staff and governors about the policy and how it is working;
- making sure all staff and governors know their responsibilities and receive training and support in carrying these out;
- ensuring that all pupils and staff are able to respect their religion;
- ensuring that all pupils are able to participate fully in all school activities;
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- completing equality and diversity training on induction or every three years.
- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
 - recognise and tackle bias and stereotyping;
 - promote equality and avoid discrimination against anyone;
 - keep up to date with the law on discrimination and take training and learning opportunities;
 - ensure that all pupils and staff are able to respect their religion;
 - ensure that all pupils are able to participate fully in all school activities.

Pupils are responsible for:

- complying with the school's equality policy, anti-bullying policy and the parents/carers/visitors section of the behaviour policy;
- sharing concerns or issues with a member of staff;
- developing school/class rules which challenge discriminatory behavior;
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

Parents/Carers are responsible for:

- supporting the school's equality, anti-bullying and home-school policies;
- sharing concerns or issues with staff.

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- co-ordinating and monitoring work on equality issues;
- dealing with and monitoring reports of harassment;
- monitoring the progress and attainment of potentially vulnerable groups of pupils;
- monitoring exclusions.

Monitoring, Reviewing and Assessing Impact.

1. In order to ensure that the school is fulfilling its equality obligations, it has a duty to publish information to demonstrate how it is complying with its equality duty, and
2. to prepare and publish equality objectives.

The school must publish information relating to persons who share a relevant protected characteristic who are affected by the school's policies and practices. This information must be updated and published annually and the objectives reviewed and published every four years.

The named member of staff and governor responsible for equality will monitor specific outcomes.

The Head teacher will provide an annual monitoring report for review by the Governing Body as part of the Head teacher's Autumn Term report to the Governing Body.

This policy should be considered alongside all other policies.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

Appendix 1 - Equality and Diversity Impact Assessment and Strategy

An impact assessment is a detailed and systematic analysis of the potential or actual effects of a policy or practice to ascertain whether it has a differential impact on identifiable groups of people.

Assessment should take place not only of all formal policies and practices, but also informal ones because of the need to eliminate indirect discrimination. Impact assessment is an anticipatory process that will allow the school to predict possible barriers faced by equality groups.

1 What are the Outcomes of Impact Assessments

A report should be compiled at the end of each impact assessment process by the policy owner and widely disseminated detailing:

- The reasons for the assessment taking place

- The results of the involvement of and consultation with groups

- Detail of any impact identified

- Any changes to a policy as a result

The reasons for this are to raise awareness of the school's commitment to equality and diversity, to comply with equalities legislation to undertake and publish impact assessments, to develop open and clear systems of assessment and to ensure that staff and students are aware of changes to working practices.

2 STEPS TO IMPACT ASSESSMENT

Identify aims of policy (Is it equality relevant?)

All policies could potentially have an impact on equality. However, in terms of prioritising it is reasonable to assess those which clearly could have a significant impact on different groups.

Analyse available data

This involves identifying the data that is required to undertake an impact assessment and asking whether the data exists. If the data is not available, the start of the impact assessment could be to establish monitoring of the policy. However, it may be reasonable and practical to identify potential impact of a policy/decision without specific monitoring data e.g. by using qualitative data such as anecdotal evidence, the implications of changes in legislation, conducting consultation, involving minority groups or asking for the opinion of experts. If quantitative data is already collected, then how can it be used to identify whether groups are adversely affected?

Assessing impact

We need to assess whether the policy has, or is likely to have, a differential impact on relevant equality groups. Differential impact can be positive or negative, direct or indirect, and indicates that the policy affects a given group or groups in a different way to the majority. The key aspect to look for is any evidence of adverse or negative impact as this could indicate discrimination even though entirely unintentional.

Adverse impact can be identified by looking for:

- A lower participation rate of equality groups compared to others

- Certain groups having lower success rates in particular processes

- Whether eligibility criteria appear to disadvantage certain groups

- Whether access to services and benefits is reduced or denied in comparison with other groups

- Whether a group faces increased difficulty or indignity as a result of a policy

- Whether a policy reduces benefits disproportionately for one group

If an adverse impact is found then steps should be taken to eliminate it or, where legally permissible, mitigate the impact as far as possible.

Eliminating or reducing any adverse impact

The adverse impact of a policy can be mitigated by:

- Making changes to the policy itself

- Making changes to the method of its implementation

- Replacing the policy and using an alternative one which meets the same aims

EQUALITIES IMPACT ASSESSMENTS

EQUALITY AND DIVERSITY POLICY IMPACT ASSESSMENT FORM

Policy /Section:	Review Date:
1	What does the Policy aim to achieve?
2	Why was the Policy developed (what was the rationale?)
3	Who are the stakeholders in the Policy?
4	Which groups benefit from the Policy?
5	What methods were used to gather evidence for this assessment e.g. meetings/briefings with staff, e- mail consultation, quantitative data gathering and analysis, questionnaires etc?
6	Is there any evidence of higher or lower participation or uptake by the equality strands: Race Gender Age Disability Sexual orientation Religion and belief?
7	Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to this policy?
8	If adverse impact on minority groups exist, what is the level of risk and how will the Policy be amended?
9	Do minority groups benefit positively from the Policy? In what way?
10	Has the Policy been through a process of consultation with minority groups? If not, who should be consulted?
11	Is there an opportunity to promote equality of opportunity or community relations more effectively through the Policy, or by working with others?
12	This Impact Assessment will be signed off by the Head and reported to governors along with action plan as necessary.

Appendix 2 - School Context (as at November 2022)

	Staff (teaching and support staff)
11.4% 88.52%	Gender Male Female
To follow	Ethnicity White British Other Ethnic group Did not disclose/not obtained
0%	Disability
	Pupils on roll
46.4% 53.6%	Gender Male pupils Females pupils
81.9% 18.1%	Ethnicity Pupils who are white British Pupils who belong to an ethnic minority group
22.2% 11.56%	Additional Needs Pupils on the SEN register Pupils who have English as an additional language
0% approx.	Disability None
To follow	Religion or Belief: Christian (Protestant or Roman Catholic) Muslim Other religions (include Hindu, Jewish, Sikh, Other) No faith or not disclosed
20.3%%	Pupils eligible for Free School Meals