



St George's C of E Primary School

Equalities Policy

Introduction

This equalities policy is an amalgamation of all the equalities legislation into one single equality policy for St George's CofE Primary School.

(The Equality Act 2010 replaced all the existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The law provides a single, consolidated source of discrimination law.)

The Governing Body of St George's School seeks to fulfill their Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination
- Advance Equality of Opportunity
- Foster Good relations

Here are some of the ways we do this

Requirements of the PSED mean that when making decisions, developing policies or carrying out the school's functions, the staff and Governing Body continually assess whether there may be implications for people with particular protected characteristics. The Headteacher, Mrs G Constable, has responsibility for equality matters in the day to day management of the school.

As a Church School, St George's school do give priority in its foundation places to practicing members of the Christian faith, however, as a Church of England school, we also welcome members of other religions who reflect the diversity in the local community.

Schools of a religious character are also exempted under the act in the way they provide education to pupils and in the way they allow access to other aspects of school life which are not necessarily part of the curriculum. For example: as a Church of England School we organize visits to places of interest to the Christian faith and objects symbolic of the Christian faith, such as the Bible and Cross are given special status in the school. The school also has a daily act of worship which is Christian, however, the RE curriculum allows for children to learn about other religions.

Eliminating Discrimination

St George's School serves a very diverse community. The proportion of pupils known to be eligible for pupil premium is high when compared with the national average. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion of pupils with statements of educational needs. A growing proportion of these pupils have autism spectrum disorders or language development needs. Around 90% of pupils are from minority ethnic heritages and the proportion of pupils who speak English as an additional language is above average. The number of pupils who join and leave the school between Years 1 and 6 is high when compared with the national average.

The school complies with the requirements of the Act in a number of ways:

- by having the following policies:
- Anti bullying Policy, Behaviour Policy, Equal Opportunities Policy, Anti-cyberbullying Policy, Safe Use of Internet Policy, Inclusion Policy, Pay Policy, Anti-Racist Policy.
- The issue of equalities is also a standing item on the weekly staff meeting agenda.
- Incidents of bullying or racism are recorded and reported at Governing Body meetings
- Attendance at after school activities is monitored to ensure that all groups are given opportunities to, and are encouraged to, fully participate in activities.
- All new children into the school are interviewed with their parents and if any needs are identified the necessary support is put in place.
- Recruitment practices are fully compliant with equal opportunities guidelines. Systems are in place to monitor and record information on applicants for all recruitments.
- The School has a pay policy that is reviewed annually and agreed by the Governing Body.

Advancing Equality of Opportunity

The school actively works to break down any barriers to learning that may affect a child's progress by:

- Employing a specialist EMAG teacher to support children for whom English is an additional language. New Arrivals to the country are assessed and language support is provided if needed.
- Interviewing all new children into the school with their parents and if any needs are identified the necessary support is put in place.
- Employing a Full time Parent Advisor who works with families to deal with issues that could impact on achievement including attendance and punctuality
- Monitor attendance at after school activities and address any under-representation

- Assessments are monitored termly to look at individual achievement and achievement of groups to assess whether there are any specific curriculum support needs. If a need is identified in individuals or within groups of pupils with different characteristics (eg boys and girls appropriate support is put in place.

Disability

St George's School building has a number of issues with regard to suitability and accessibility including a main hall that can only be accessed by using stairs. The school does provide disabled toilet facilities on two floors. The Accessibility plan forms part of the Development Plan drawn up by the school in conjunction with the Southwark Diocesan Board and the Building Consultants. This document is reviewed annually.

Fostering Good relations

St George's School promotes good relations between people and groups in many ways. The ethos of the school is underpinned by Christian values which are explicitly taught, displayed and modelled by staff, pupils, Governors and parents. The values education includes the values of toleration, respect and friendship.

The Ofsted Report (June 2011) comments: *The school's strong community spirit is evident in the way that pupils' diverse cultural heritages are accepted and respected by everyone.*

The school provides a welcoming environment where all parents are supported by school staff and the provision of a Parent Advisor 5 days a week enables families to be fully supported in all areas.

The school employs a full time Parent Advisor from School Home Support to support families in the school.

The curriculum and the daily acts of collective worship promote tolerance and develop an understanding of a range of religions and cultures both in the school and in the wider world. (*The curriculum is broad and has been adapted well to appeal to the wide range of ethnic and cultural heritages found in the school.* Findings of the Ofsted Inspectors June 2011)

In addition, the school regularly holds a coffee morning for parents of children with a diagnosis of ASD to provide support and information.

Parent Advisor organizes weekly mile sessions for parents to encourage parents to develop links with others. Also, a once a month trip to St George's church for parents help to build relationships.

The school is linked with a school in a rural setting in England and has international links with a school in Spain in order to enable children to communicate and exchange experiences with children from different backgrounds.

Achievement

See [attached link](#) to analysis of pupil groups 2017-18

Equality Objectives

- To consistently narrow the gap in performance in all subjects between boys and girls
- To raise attainment in writing for Pupil Premium children
- To maintain a high level of participation by girls in after school team sport activities

Reviewed Autumn 2018