



ST. ANNE'S COPP CHURCH OF
ENGLAND PRIMARY SCHOOL,
GREAT ECCLESTON



SINGLE EQUALITIES POLICY



“Let us love, not in word, but in truth and action.” (1 John 3:18)

APRIL 2025

Approved by GB: April 2025
Next review due: April 2026

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In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

This Single Equality policy outlines the commitment of the staff, pupils and governors of St. Anne's Copp CE Primary School, Great Eccleston, to ensure that equality of opportunity is available to all members of the school community. For our school this means not treating everybody the same but understanding and tackling barriers, which could lead to unequal outcomes for our children, 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
- volunteers
- 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.

Within our 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, looked after status, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The School in Context

- 7 single form classes.
- 1 pre-school class.
- Almost all of pupils, staff and governors are from a white British background and English is their spoken language.
- 14.8% of our children are on our SEN register.
- 23.6% of our children are pupil premium children.
- 1.8% of children are post looked after.
- 4.14% of children are army children.
- There are no pupils, staff or governors with a disability.
- The school has an accessibility plan.
- The school has 0.6% "looked after children"

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- The school has a Vulnerable Children policy which highlights those pupils who need extra attention for various reasons.

Ethos and Atmosphere

- There is an atmosphere of openness which welcomes everyone to our school.
- All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to our school with friendliness and respect.
- The displays around our school are of a high quality, reflect diverse equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of worship, whole school targets, the promotion of Christian values, areas for reflection, the curriculum and externally-based activities.
- There is an active school council (CKC) which plays a major part in the decision- making of our school.
- The school serves the villages of Great Eccleston and Elswick and has strong links with both.
- The school also has strong links with the church.
- Pupils are drawn from a range of socio-economic areas, but the percentage from affluent areas is increasing.

Monitoring and Review

Our school is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance self-esteem and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse a range of equality information for our pupils/students:-

- Attainment data
- Pupil Progress meetings with staff
- Attendance data
- Punctuality data
- Pupil Voice questionnaires
- Complaints of bullying or harassment
- Disability and Equality Team meetings
- Parental questionnaires

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 and relevant progress when compared to all schools, and to schools in similar circumstances.

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As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:-

- attendance
- lateness
- exclusions and truancy
- racism, disability, sexism, homophobia and all forms of bullying
- parental involvement
- child vulnerability.

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.

St. Anne's Copp CE School, Great Eccleston is 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.

The Employment Duty within the legislation states that all schools should collect information on staff in post and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

Details are kept in the office on each individual member of staff.

We collect and analyse a range of profile information for our staff and governors:-

- applications for employment
- references
- appraisal for teaching and non-teaching staff
- attendance at training and INSET events
- disciplinary and grievance cases
- sickness absence management.

All information is kept securely and is confidential.

Due regard is given to the promotion of equality and diversity in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan at Copp School is the Headteacher, in consultation with the staff and governors.

Developing Best Practice

Learning and Teaching

We aim to provide all of our pupils with the opportunity to succeed, and to reach the highest level of personal achievement through:-

- equality of access for all pupils and prepare them for life in a diverse society;
- materials that reflect a range of cultural backgrounds, without stereotyping;
- materials to promote a positive image of and attitude towards disability and disabled people;
- promotion of attitudes and values that will challenge discriminatory behaviour;

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- opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- developing pupils' skills so that they can detect bias, challenge and discrimination, leading to justice and equality;
- curriculum coverage of equality and diversity;
- involving parents in supporting their child's education;
- educational visits and extended learning opportunities that involve all pupil groups;
- best use of all available resources to support the learning of all groups of pupils;
- 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.

Adults in the school will provide 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 aim to meet all pupils' learning needs, from the least able to the most able, by carefully assessed and administered programmes of work in an environment where all pupils have equal access to all facilities and resources.

We strive to ensure that all pupils are encouraged to be actively involved in their own learning and that there is in place a range of teaching methods 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 St. Anne's Copp CE School, Great Eccleston 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;
- all pupils have access to rewards which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within Great Eccleston Copp CE School is a high priority. These resources should:

- 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 school community.

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

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Language

We recognise that it is important 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.

Provision for Bilingual Pupils

This is not currently applicable. However, should we have a pupil with these needs at our school, we would contact the appropriate people for an initial assessment, guidance and support.

We will also undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups include:-

- pupils for who English is an additional language;
- pupils who are new to the United Kingdom;
- gypsy, Roma and traveller children;
- advanced bilingual 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.
- 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 both male and female staff at all key stages where possible. We encourage the career development and aspirations of all school staff and it is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

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.
- 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.

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Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However, this would not apply for all staff in school. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, 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.

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.
- Regular events are held to encourage the involvement of parents and the wider community such as church services, community weeks and assemblies.

Roles and Responsibilities

The 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**, along with the **SENCO** has day-to-day responsibility for co-ordinating the implementation of this policy.

All 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 will take steps to ensure **all visitors** to the school adhere to our commitment to equality.

Annual Review of Progress

The Headteacher will report to the Governing Body in her termly report on any issues of ethnicity, disability and gender. This will also include progress to improve access for disabled pupils which incorporates access to the curriculum, physical access and access to information.

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