

School Equality Policy 2023- 2025

Start children off on the way they should go, and even when they are old they will not turn from it.
Proverbs 22:6

Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Newchurch St Nicholas CE Primary school to ensure that equality of opportunity is available to all members of the school community. 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:

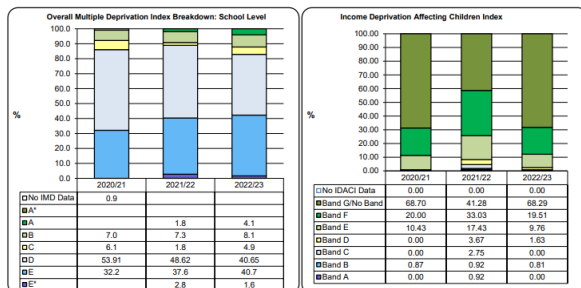
- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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 Newchurch St Nicholas 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.

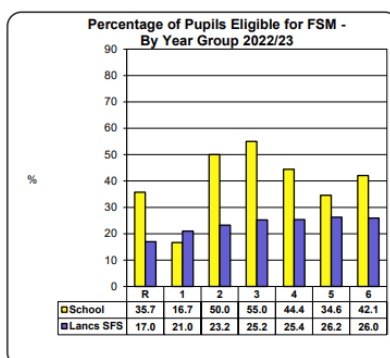
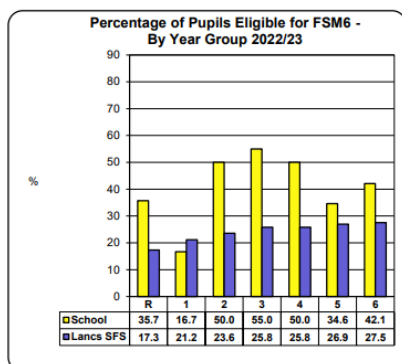
This is embedded through our school vision : Newchurch St Nicholas is a school which supports all of its community to thrive and flourish now and in the future. Everyone in the community will be empowered to recognise their God given potential, a strong sense of personal identity, an unshakeable notion of their self-worth and the impact of God's love on them. This will be so deeply embedded in our pupils that it will stay with them all of their lives.

School in context

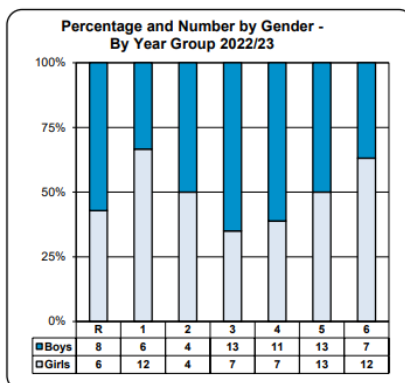
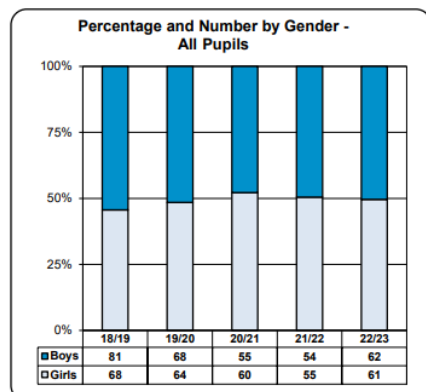
- 133pupils on roll
- 5 classes from Reception to Year 6- 1 form entry. Split year R/1, 1/2 , 3/4 and 4/5 classes.
- 2019 data from the LSIP shows that a very high percentage of our pupils come from disadvantaged backgrounds as measured by 'Indices of deprivation' 83% and Grade D and E combined . Furthermore 98% of our pupils are in bands E,F, and G for the Income Deprivation Affecting children Index



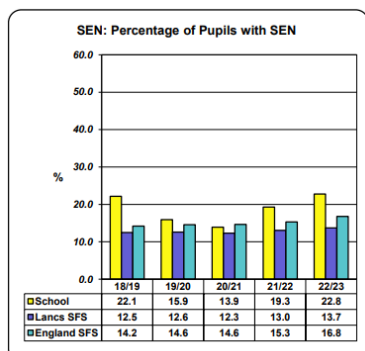
- 15% of our school population are from Ethnic minority backgrounds including white other and Asian.
- FSM6 39.8% are eligible for Pupil Premium funding & 38% are entitled to FSM. All years except current Year 2 have more than 34% FSM eligibility



- There is no significant gender imbalance in school although some classes do have a slight imbalance.



- SEND number of school population with SEND 22.8% (Oct 2022) 38% October 2023



- CLA 0.8% of pupils.

Newchurch St Nicholas is a single storey building with no internal steps. We have access to accommodate a wheelchair and a disabled toilet.

Ethos and Atmosphere

At Newchurch St Nicholas CE Primary school, the leadership of the school community will demonstrate mutual respect between all members of the school community. There is an open atmosphere which welcomes everyone to the school. All within the 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 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 worship, classroom based and externally based activities.

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:

- School staff
- Governing Body, including parent governors
- School council

Monitoring and Review

Newchurch St Nicholas 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:

- Use of the LSIP
- Health LSIP
- ASP and ISDR
- Lancashire Tracking tool to monitor and assess pupil achievement
- Pupil and parent 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 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 including different pupil groups
- Exclusions
- Racism, disability, sexism, homophobia and all forms of 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.

Newchurch St Nicholas CE School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

We will 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 equality information in line with Lancashire County Council guidelines for employment including race, gender and disability. We have not identified any issues with this data analysis. All information is treated

as confidential and is only accessed by the Headteacher, Bursar or appointed interview panels. All records are stored securely and confidentially.

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 Headteacher.

Their role is to:

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

Teaching and Learning

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 will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place 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 will be given to the physical learning environment –both internal and external, including displays and signage.

Curriculum

At Newchurch St Nicholas 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

Resources and Materials

The provision of good quality resources and materials within Newchurch St Nicholas CE Primary 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 the school community

Language

We recognise that it is important at Newchurch St Nicholas 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 equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Newchurch St Nicholas 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
- Asylum seekers/ refugees

Bilingual pupils are encouraged to use their first language effectively for learning

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 must include:

- Pupils' access to a balance of male and female staff at all key stages where possible
- Encouragement of the career development and aspirations of all school staff
- Providing staff with training and development, which will increase awareness of the needs of different groups of pupils
- Providing staff with training and development, which enables them to confidently carry out their roles and responsibilities.
- Access to opportunities for professional development is monitored on equality grounds.

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.

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
- The school recognises that it has a role to play in supporting new and settled communities

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 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 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

Commissioning and Procurement

Newchurch St Nicholas CE Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. We will whenever possible use suppliers and contractors approved and recognised by Lancashire County Council.

Measurements of the 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. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the policy and plan

This policy will be made available on the school website. The availability of the policy has been made known to parents and other stakeholders through newsletters and school app. Reference will be made of the policy in school documents. Paper copies will be made available at the school office upon request.

Annual review of progress

Newchurch St Nicholas CE Primary will produce an annual report on the progress and performance of this policy. The Headteacher is responsible for the completion of the report which will be made available to the Governing Body at the resources committee meetings.

This policy will be reviewed annually.

Appendix 1

Setting Objectives Specific duties - Information and objectives

There are specific duties which schools have to undertake in relation to the Equality Act 2010: a) to publish information which shows they have due regard for equalities, as defined by the Act; b) to publish at least one equality objective. The information and objectives have to be published by 6 April 2012 at the latest. In later years the information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives.

Objectives have to be prepared and published every four years.

Two guiding principles: An important principle underlying how schools respond to the specific duties is proportionality. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is flexibility. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Setting objectives:

Introductory notes Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below. Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective.

A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them. Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations •

To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.

- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence
Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information? 20
2. . Procedure
What in practice are we actually going to do?
3. Responsibility
Who will be responsible for ensuring the objective is pursued and achieved?
4. Measurable success indicators
What will count as relevant and measurable evidence that we are succeeding, or have succeeded?
5. Timings
By when do we expect to see signs of progress or success?
6. Expense
How much are we budgeting, and on what items of expenditure in particular?
7. Resistance
Who may be opposed or lukewarm? How shall we respond to them?
8. 8. Problems
What problems or difficulties may arise, and how shall we deal with them?
9. Learning from others
What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?
10. Engagement
Who have we consulted when deciding on this objective?

Appendix 2 – for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities.

That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties.

There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so.

It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

To be reviewed Sept 2025



Newchurch St.Nicholas Primary School
Equality Plan

Objectives	Action	Lead person	Other personnel	Person monitoring and how objective will be monitored including contribution by governors	Intended outcome
To ensure all stakeholders are aware of agreed plan	Share new plan with Governors 2023 Promote plan to parents through school app and website	Headteacher and JM	SLT	Review by Governors	All stakeholders to have access and understand plan.
To provide equal opportunities for all learners promoting good progress and outcomes for all	Monitor pupil achievement by race, gender and disability Analysis and tracking of groups completed on a termly basis Act on any trends or patterns in data that require additional support through pupil progress meetings	Headteacher Class teachers	SLT and Governors	Governor walk throughs Nominated Governor reports	Termly tracking and analysis of data impacts of identification of achievement of groups Pupil progress meetings identify interventions and support where required. Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective termly monitoring and intervention.
To promote equality within the learning environment	Displays in classrooms and corridors promote diversity in terms of all backgrounds, e.g. race, religion, gender, different families and disabilities.	SLT School staff	Headteacher	Walkthroughs - identifying Nominated Governor reports	More diversity reflected in school displays and materials for lessons across all year groups Diversity is threaded through our school teaching and learning all year. Children confidently talk about the uniqueness and value of all individuals and to celebrate diversity. Delivery in Worship delivers the message to whole school.

	- Books in classrooms and library promote diversity - Worship delivered to whole school highlights times when people have overcome inequalities.				
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	- Equal opportunities are given to all children in all areas of the curriculum and additional opportunities. - Access to school is available for all abilities. - Interpretation available for children and parents new to English – extra support given for them to access information	Headteacher SLT	Support staff	Monitor groups of children attending. Feedback to Governors in SLT Children's questionnaires	Pupils from all groups participate in school events. Monitoring of groups where there is less take up. School council and Ethos group include all backgrounds and promote a shared pupil voice.
To promote community cohesion and shared belonging in school	Opportunities planned for parents to come into school Ethos group to work within community Visits to Brandwood by Year groups Visits to church School council fundraise Working with Village Association	Teachers	HT to facilitate	Feedback from groups we have visited Community book Parental questionnaire	Increased parental involvement in school. School make contributions to charities

