

St Paul's School Equality Policy – Evidence of Compliance with Specific Duties

Information Showing the School has complied with the General Duty under the Equality Act 2010

Duty	Actions
<p>Eliminate conduct that is prohibited by the Act</p>	<ul style="list-style-type: none"> • The equality policy has been written and is published on our web site for all parents. It is on our intranet for all staff. • There are virtually no reported incidents of any kind of discrimination or prejudice related to bullying or poor behaviour and those that do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • There are effective and established monitoring systems in place to track pupil attainment. • Our pupil support is very good and tracks vulnerable groups of children. • Our anti-bullying policy was reviewed and rewritten with a group of parents and with all children having the opportunity to give their views. • Children who have particular needs are well supported and make progress in line with expectations
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • Equality and inclusion is central to our ethos. There are opportunities in assembly and in PSHE as well as other lessons to learn about diversity and difference. • Pupils and parents are engaged in events that raise awareness of a range of diversity issues. • We have a school council that is elected by all children.

Evidence of Equality Analysis Undertaken

Policy/Practice	Outline how the policy/practice was evaluated	Outcome of analysis
Behaviour	Policy is reviewed every three years. Regular discussions during the year by staff and pupils. More involvement of pupils in leading this to develop sense of ownership of school and taking of responsibility for all ages. Different year groups have specific responsibilities, some directly linked to behaviour, others linked to responsibility for areas of school.	Children taking on responsibility- Behaviour policy and ethos reviewed annually, for example, use of 'Have you filled a Bucket Today?' resource to reinforce positive praise from 2017-2018.
Anti-bullying	Re-written extensively 2 years ago with help of group of parents and by school council. Revisited every year. Assemblies and PSHE. Children playground leaders, lunch time buddies	Log of behaviour is maintained.
RE, PSHE, Sen policies	All policies reviewed according to 3-year cycle. All are up to date as at December 2017.	Ensure compliance with Equality Act
Learning and Teaching	All pupils must have equal opportunity to access the curriculum through the teaching styles used. Policy central to approach and revisited annually. Termly analysis of attainment and progress; identify any groups/children causing concern. Observations of lessons on a regular basis and pupil interviews support implementations	Lesson observations include focus on supporting vulnerable groups, equality issues. Teachers' slow-mover analysis and Pupil Progress Meetings with SLT identify children causing concern re progress; teachers meet with Phase leaders to set targets for these children termly.
Safeguarding	Core policy. Report to governors annually and to County	All new staff 3 hour training DSL bi annual update training. Yearly training for staff on aspects of safeguarding and equality

Recruitment	Bursar and Headteacher ensure compliance with new requirements following briefings from county.	Reflect new requirements around health and attendance related questions in applications. Acting SLT team trained in Safe-Recruitment September 2017. Bursar also has training.
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Details of Engagement Undertaken

Individual/Group engaged or consulted with	Nature of engagement	Outcomes of consultation
Pupils	<ul style="list-style-type: none"> • Children given variety of leadership roles across the school ie playground, library, corridors, lunch • School Council elected twice yearly by KS1 and KS2 classes. Have to consult children re key areas. • 2017 SDP involves more children in Collective Worship through readings, acting etc. Rev RB to establish 'Worship Club' to involve children in planning and evaluating Collective Worship/Christian Distinctiveness. 	2017 SDP/subject leader plans have added to roles with Sports Crew enhancing playground leadership. Prefects, buddies, playground leaders in place. Most classes have corridor monitors too.
Staff	<ul style="list-style-type: none"> • Staff consulted regularly and culture of openness • Consulted re individual pupils and support and on SDP increasing pupil leadership roles 	<p>Safeguarding and pastoral sharing is on all staff mtg agendas.</p> <p>Staff completed surveys in each of last 2 academic years.</p> <p>Staff discussed values at INSET (Autumn 17) as part of project to refresh and embed them across school.</p>

Governors	<ul style="list-style-type: none"> • Governors regularly review issues pertaining to equality and inclusion. 	
Parents	<ul style="list-style-type: none"> • Nearly all parents come to parent consultation evenings and the school follows up those that do not and give alternative appointments. • 2017 SDP action to establish parents' forum meetings with HT. • Parents concerns in Y4 addressed through open meeting with all parents (to discuss levels of TA support and school funding to allow all children to access curriculum) 	<p>Parents appreciated (verbal feedback) the 'Open Door' nature of meetings and access to HT/DHT/Chair of Govs.</p>

The Specific Duties- d) Set and Publish Equality Objectives

Characteristic	Objective	Success Criteria	Date to review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities and impact	All policies reviewed and updated in light of Equalities Act and practices audited	November 2017	Bursar/ DHT/identified governor
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities	Lesson resources and Collective Worship provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own, <i>e.g. Christianity celebrated as a World faith through CW.</i>	2020	Worship Committee, SLT, Subject Leaders
Gender	To continue to monitor any attainment issues related to gender- more able boys in writing and more able girls in maths and narrow gap	More able boys and girls - differences re maths and writing - narrow gap and meet targets set. <i>Evidence 2017: EYFS- boys have increased % of expected, but girls also keep improving therefore gap remains. Staff attending courses to start a project to address this at a deeper level. Gaps also monitored at KS2- topics identified to inspire all, particularly boys writing, e.g. Wallace and Gromit, Greek Myths- the Minotaur.</i>	2018	HT, SLT

Disability	Steps taken to reduce or eliminate negative stereotypes of disability across school and promote positive understanding	Lessons and assemblies identify positive examples of disability- link to paralympics, <i>(visiting athletes act as role models- continue to follow their progress after visits)</i> reading schemes <i>(including purchase and use of high interest low reading age resources to allow all to access quality texts)</i> , PSHE lessons, Collective Worship etc.	2020	Senco and HT
All	Interested stake holders receive requisite training in range of equalities/diversities issues	CPD /Inset for staff and governors as required and newsletters promoting this for parents. New newsletter format in 2017 allows greater scope for variety of news. Website and social media embraced to allow news and articles to be published and promoted more regularly.	2020	HT