



With God nothing is impossible - Luke 1:37

You are the light of the world – Matthew 5:14

Equality Statement and Objectives Policy

‘Our students belong in academic spaces and it is our job to create the environment that welcomes them, so that they are able to intellectually flourish’.

Zaretta Hammond

Aims

Mission Statement:

St Matthew's is a community of learners; planning, pursuing and providing excellence and enjoyment through Christian values. Children are valued for their individuality and heritage. They are supported and motivated to fulfil their potential; in order to meet the challenges of a changing society.

St Matthew's C.E. School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).
- It is also based on the Gender Pay Gap legislation: <https://www.legislation.gov.uk/ukdsi/2017/9780111153277/contents>

The following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

St Matthew's Equality Principles:

- **All learners are of equal value**
- **Recognise and respect difference**
- **Foster positive attitudes and relationships and a shared sense of cohesion and belonging**
- **Observe good equalities practice in staff recruitment, retention and development**
- **Aim to reduce and remove inequalities and barriers that already exist**
- **Consult and involve widely**
- **Society as a whole should benefit**
- **Base our practices on sound evidence**
- **Measurable objectives**

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff Hydeh Fayaz will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every termly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the equality objectives

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim staff/pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Discuss attainment data each academic year showing how pupils with different characteristics are performing
- Discuss any further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

Objective 1

To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs and those who are disadvantaged. Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP, and those with SEND.

Progress we are making towards this objective:

Objective 2

To further refine the PSHE curriculum to reflect a 21st century community and our globally immersive approach to learning. We will also continue to refine and embed our PSHE curriculum to reflect the RSE Guidance with a particular focus on healthy relationships, 'whole body health', personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

Progress we are making towards this objective:

Objective 3

To challenge the gender gap, through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of all children.

Progress we are making towards this objective:

Objective 4

To actively increase the representation of peoples with disabilities (including invisible disabilities) over the next three year, to help address the under-representation of people with disabilities in the school workforce. This will be done through targeting recruitment practices.

Progress we are making towards this objective:

Monitoring arrangements

The governing board will update the equality information we publish, at least every year. This document will be reviewed by the governing board/ at least every 4 years. This document will be approved by governing board.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding and Child Protection
PHSE/RSE Policy

Policy Author:	Sonia Thompson
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