

## **Canon Sharples CE Primary and Nursery School**

### **Equality Scheme**

- In line with the school's mission statement, Christian Values, ethos and aims, the school respects the equal rights of all pupils and will teach them about equality across the curriculum.
- The rights of all staff and all members of the school, local and wider community will also be respected.
- The school will comply with all relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

The Local Governing Body are responsible for:

- Ensuring that the school complies with the relevant legislation
- Ensuring that the school Equality scheme and its procedures are followed

The headteacher is responsible for:

- Ensuring that the school Equality scheme and its procedures are followed
- Ensuring that the race, disability and gender equality plans are available and that all members of the school community are aware of them
- Producing regular information for staff and governors about the effectiveness of the scheme
- Ensuring that all staff know their responsibilities and receive training and support
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying, and bullying related to gender/gender identity/gender reassignment or disability, age, socio-economic background, pregnancy, maternity, paternity

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents and reporting to SLT
- Recognising and tackling bias and stereotyping
- Promoting equal opportunities and good race relations
- Keep up to date with relevant legislation
- Taking up training and learning opportunities

Visitors are responsible for:

- Knowing and following our equality scheme

## Equality Plan

### 1. Introduction

This plan sets out how Canon Sharples Primary School will work to promote equality.

It addresses specific duties under the Equality Act 2010 and forms part of our general equality scheme. The school follows Wigan LA's procedure for reporting racist incidents involving pupils in school

### 2. Ethnic monitoring

Ethnic monitoring is undertaken through Pupil admission forms and Application forms. Analysis of data using school tracking systems.

### 3. Gender Monitoring

Analysis of data using school tracking systems. Feedback from parents, pupils and staff. A wide range of monitoring and evaluation strategies including work scrutiny and lesson observation.

### 4. Monitoring of Policies – employment, admissions, attainment and achievement

Incidents reported to SLT and recorded in class log. SLT monitor and report to Governors termly. Application and admission forms submitted to LA as part of SLA's. SLT regularly monitor data, work, lessons and planning as part of the management calendar.

This information is used to identify areas for development and planning, to look for trends, identify training needs and raise standards for all pupils.

### 5. Staff development

As a church school, regular staff development and training is accessed and delivered through the Diocese. This is sometimes targeted training but can also be whole school training. Governors often attend whole school training. Further governor training is accessed through both Wigan LA and Liverpool Diocese.

Teachers and subject leaders regularly analyse data and work through their monitoring and evaluation as defined in the management calendar.

### 6. Reporting

Annual progress report, HT reports to Governors, SEF

### Race equality

Through on-going PSHCE lessons, P4C lessons, cross curricular learning including History, Geography and RE pupils have studied a range of aspects of race equality. For the National Curriculum from September 2014, teachers have mapped out a curriculum across the school that gives lots of opportunities for children to learn about race equality.

### Disability equality

PSHCE lessons and other cross curricular learning experiences have enabled children to learn more about disability and its impact on peoples lives.

Successful disabled men and women are studied to promote positive attitudes. Last academic year, our Year 6 pupils worked with a paraplegic Olympian in a writing project.

Pupils with disabilities are encouraged to take part in all curriculum, enrichment and extra-curricular activities and have represented the school at sporting and arts events in the community.

### Gender equality

Staff across the school work hard to ensure that all pupils are given equal access to opportunities regardless of gender. A wide range of initiatives and interventions have been put in place to narrow the gender attainment gap throughout the year, for example Forest School. Careful analysis of cohorts informs Quality First Teaching Action Plans which enable teachers to focus on gender specific groups.