

EQUALITY POLICY & OBJECTIVES



St Matthew's
Westminster

This policy was reviewed in December 2021
This objectives within the policy will be reviewed annually (in line with the School Development Plan)
The whole policy will be reviewed in in December 2025
(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING
“You are the light of the world.”
Matthew 5:14

INTRODUCTION

We welcome our duties under the [Equality Act 2010](#) to publish specific and measurable equality objectives:

Equality Act 2010 harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004, and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender. The Equality Act combines the existing three duties into one new Equality Duty that covers the protected characteristics: **sex; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity (and paternity)** and **age** in relation to employment which does not apply to pupils in schools.

This policy summarises St Matthew's approach in ensuring equality for all members of the school community: pupils, staff, parents/carers, governors, and the wider community.

At St Matthew's School we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity, and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and shared sense of belonging for all who work and learn at St Matthew's School. We are committed to

treating every person with equality of esteem, respect, and dignity. We recognise that equality of opportunity applies to all members of the school community: pupils, staff, parents/carers, governors and the wider community, and that equality will only be achieved by the whole school community working together.

SCHOOL PROMISE

We will ensure that at every level, in all our work and throughout all aspects of the school community and its life, we advance equality of opportunity. St Matthew's is a Church of England school, and our Christian ethos permeates all we do. We believe that every person is a unique individual created in God's image. Our Christian Values help to guide and inspire our school community, the people that we are and the decisions that we make.

We are a diverse community, with members from other faiths or of no faith, from diverse cultural and linguistic backgrounds, and with different learning needs. We are committed to treating every person with respect and to meeting the individual needs of each child. The care, guidance and support we provide for our children, our high expectations and the excellent education opportunity we provide supports our belief that every child matters and this is encapsulated in our school aims (see Appendix 1) and the school motto of Belonging, Believing, Achieving. We undertake to ensure that every child receives the best possible preparation for later life – that each is healthy and safe, able to enjoy and achieve in their learning, and able to contribute to the wider community.

POLICY PRINCIPLES AND AIMS

To live and breathe our school promise alongside meeting our legal obligations, we are guided by our principles. We are committed to advancing equality of opportunity throughout the school community and working to eliminate barriers to opportunity.

We will:

- ensure that all learners can access a rich, broad, balanced, and relevant curriculum; support staff to fulfil their potential, including through continuous professional development, terms and conditions and related policies
- act against discrimination, harassment, and victimisation
- seek to ensure that no-one is unfairly or illegally disadvantaged because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy, and maternity (and paternity), race, religion or belief, sex, sexual orientation.
- log racist incidents and report them to the local authority; monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying; and monitor and log bullying incidents, including cyber bullying
- recognise and celebrate positive achievements by pupils, staff, and the wider school community · make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community

We are committed to working as a community to support our children to fulfil their potential in line with our British and Christian values.

We will:

- foster a culture of respect and aspiration
- play our part in our wider community, striving to foster cohesion by recognising and celebrating diversity whilst promoting British and Christian values
- ensure that teaching and the curriculum promote equality, celebrate diversity, and promote community cohesion
- work with parents to support children· enhance a wider sense of community locally, nationally, and globally. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998
- take a consultative and inclusive approach wherever possible so that all members of the school community have the opportunity for their views to be heard

ROLES AND RESPONSIBILITIES

Parents, staff, and governors are all responsible implementing this policy. We will regularly review progress.

Role of Governors: The governing body is responsible for ensuring that the school complies with legislation, that this policy and its related procedures and action plans are implemented, and that arrangements are in place to deal with any concerns or unlawful action. The governing body should also ensure that sufficient funds can be allocated from within the school budget if necessary.

Role of the Executive Headteacher and Head of School: The Executive Headteacher, with the support of the Head of School, is responsible for implementing this policy, ensuring that all staff understand their responsibilities and receive appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination, harassment, or victimisation.

Role of Class Teacher and Support Staff: Teachers are responsible for ensuring that teaching and learning takes account of this policy, harnessing the diversity within our school and the wider community for positive effect, and recognising it as a positive, rich resource for teaching, learning and the curriculum.

POLICY OBJECTIVES 2021-2025:

Our equality policy objectives are based on our analysis of data (in our Self Evaluation Form) and other evidence. The actions set out where we have agreed to focus to eliminate discrimination, improve opportunity and foster good relations. They do not describe everything we do to achieve our objectives.

Everyone is responsible for the objectives while specific actions may be overseen by a member of staff or governor. We will regularly review progress.

OBJECTIVE (what we will do)	ACTIONS (what named individuals or bodies will do so that we achieve the objective)	OUTCOMES (the effect we want to have and how we
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		will check that we are on track)
1. Eliminate Discrimination		
We will not tolerate discrimination or bullying and will work to eliminate it from our school.	<ul style="list-style-type: none"> • Executive Headteacher/Head of School to report incidents of bullying/discrimination to Governors at least termly (unless a need arises to inform Governors before the next report). • Governing Body members to undergo Safer Recruitment Training. • To ensure our PSHE curriculum and Collective Worship planning addresses relevant issues so that incidents can be reduced/eliminated. 	We will know this has been achieved when the Executive Headteacher has no incidents to report to school governors in the school year. Meanwhile, we expect the number of incidents to fall as they are properly dealt with and action is taken to address root causes.
2. Advance Equality of Opportunity (between people who share a protected characteristic and those who do not).		
We will provide for children's individual needs so that each one of our pupils progresses as much as possible.	<ul style="list-style-type: none"> • Senior Leadership Team to improve attainment for able pupils eligible for Pupil Premium funding • Teaching staff and Senior Leadership Team to ensure curriculum (and displays) promote diversity in terms of the protected characteristics. • Governing Body to ensure our school premises are accessible to all. 	We will know we are succeeding if levels of attainment are not affected by protected characteristics . [This includes looking at pupil outcomes data, monitoring recruitment procedures and involvement in school activity.]
3. Foster good relations amongst the school community (between people who share a protected characteristic and those who do not)		

OBJECTIVE (what we will do)	ACTIONS (what named individuals or bodies will do so that we achieve the objective)	OUTCOMES (the effect we want to have and how we will check that we are on track)
<p>We will play an active part in our wider community, working together to create an environment that gives our children the best possible start in life.</p>	<ul style="list-style-type: none"> • Teaching staff to use national/international events to explore and celebrate cultures. • Senior Leadership Team to improve access to English language training for parents and carers for whom English is an additional language. • Executive Headteacher to ensure the whole community can engage with the school and share feedback. • Teaching staff and Senior Leadership Team to give all pupils the opportunity to make a positive contribution to the life of the school and wider community (egg • School Council; Playground Friends, Collective Worship). • Governor Community Lead to support relations between the school, church, and wider community. 	<p>The school works in open and inclusive ways so that all our partners in the community (including parents, governors, church, local authority) feel involved and heard. This will be measured by: reduced number of complaints; formal and informal feedback; increased number of parents taking part in school life e.g. through community events, fundraising etc.</p>
<p>4. Support all pupils to reach their full potential (making at least expected progress and reaching or exceeding expected targets)</p>		
<p>We will help St Matthew's children to grow into valued members of society by instilling ambition, compassion, community spirit and helping them to make the</p>	<ul style="list-style-type: none"> • Teaching staff to identify and nurture talent to foster ambition in all pupils irrelevant of protected characteristics • Senior Leadership Team to create more opportunities for access to maths and reading support so all pupils achieve the skills they need in life and to stretch pupils to reach greater levels of attainment. • Staff team to involve role models within the curriculum (e.g. alumni, local businesses, national companies) where possible. 	<p>We will know we are succeeding when pupils' outcomes in every key stage are in line with, or better than national data; our pupils are successful in a range of skillsets (music, sports, scholarships)</p>

<p>most of their talents.</p>		
<p>5. Implementation</p>		

<p>OBJECTIVE (what we will do)</p>	<p>ACTIONS (what named individuals or bodies will do so that we achieve the objective)</p>	<p>OUTCOMES (the effect we want to have and how we will check that we are on track)</p>
<p>We will implement this policy fully and meet us objectives and legal obligations.</p>	<ul style="list-style-type: none"> • Executive Headteacher and Governors to ensure that all relevant school policies and practices (including Special Education Needs, Child Protection and Safeguarding, School Behaviour, Codes of Conduct, Pay Policy, Recruitment procedures) support our equality objectives. • Staff and governors to be trained on equality guidance by relevant bodies (e.g. LDBS, Local Authority), with regular refreshers thereafter. • Executive Headteacher to monitor and regularly report to Governors on pupil attainment overall and by protected characteristics. 	<p>Protected characteristics make no difference to pupils' academic attainment or their ability to play a full part in school life.</p>