

St. Mary's

Church of England (VA) Primary School



Equality Information and Objectives

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1 Our equality vision and values that underpin school life

Mission statement

Aspire, Nurture, Flourish.

Vision

- To continue to extend quality teamwork and further utilise our stakeholders to widen our community engagement
- To further develop our leadership of sustainability and to see seek opportunities to learn from the good practice of others
- To further enrich and embed community cohesion within and beyond St Mary's through partnership with- Education, Health, Emergency Services, St Mary's and other local Churches, Voluntary Organisations and local businesses
- To further develop our children's understanding of diversity
- To provide a rich and varied curriculum that will enable our children thrive in the 21st Century
- To maintain the spirituality and Christian Ethos in a modern British society

Aims

At St. Mary's we aim to ensure that all our children are aspirational and become independent learners for life. This will be achieved through:

- Inspirational teaching
- Opportunities to discover each child's potential
- Professional partnership with parents
- Commitment to the professional development of all staff
- Opportunities for children to develop both personally and spiritually within a Christian environment and ethos
- A respectful environment which fosters enjoyment and love of learning
- A setting which enables children to excel and prepares them for their future lives.

Our core values are:

Love • Trust • Hope • Forgiveness • Compassion • Friendship • Thankfulness

Principles

We are guided by the following principles:

Principle 1: All learners are of equal value. We see all learners as well as their parents and carers as being of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender
- Whatever their religious affiliation or faith background
- Whatever their sexual identity

- Whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally (See Principle 1 above) does not necessarily involve treating people the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background and in the kinds of barrier and disadvantages which people may face in relation to:

- Disability (so reasonable adjustments are made)
- Ethnicity (so that different cultural backgrounds and experiences of prejudice are recognised)
- Gender (so that the different needs and experiences of all sexes are recognised)
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes and relationships together with a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relationships between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and similar incidents
- Mutual respect and good relations between boys and girls, men and women, and an absence of sexual and homophobic, transphobic and bi-phobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation , national origin or status
- Whatever their gender and sexual identity
- With full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that already exist between:

- Disabled people as well as non-disabled
- People from a wide range of ethnic, cultural and religious backgrounds
- All genders

Principle 6: We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a wide range of ethnic, cultural and religious backgrounds
- All genders
- People of whatever sexual orientation

Principle 7: Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, understanding, consideration and respect, leading to greater participation in public life of:

- Disabled people as well as non-disabled
- People from a wide range of ethnic, cultural and religious backgrounds
- All genders
- People of whatever sexual orientation

2 The characteristics of our school

St. Mary's is a Primary Church of England Voluntary Aided Primary School for children from Nursery through to Key Stage 2 (Aged 11). We are a partnership between the Church of England and the Hertfordshire Local Authority.

Characteristic	Total	Breakdown
Number of pupils	213	120 boys 93 girls
Number of staff	30	25 female 5 male
Number of governors	10	70% female 30% male
Religious character	CE	
Attainment on entry		Attainment generally in-line with national average
Stability of school population	87.9%	National for 2017 was 85.7% Based on 2017 ASP data
Pupils eligible for FME	3%	
Deprivation factor	0.07	National for 2017 was 0.21 ASP)
Disabled staff	0%	
Disabled pupils (SEN/LDD)	7.9%	National 12.2% (ASP 2017)
Disabled pupils (no SEN)	0	

BME pupils	16.4%	Key groups: 3% Any other Asian Background 3% White Other 2% White & Asian
BME staff	6.6%	2
Pupils who speak English as an additional language	5.3%	(ASP 2017 Quintile 3)
SEN Support	7.9%	(ASP 2017 Quintile 4)
EHCP	1.3%	(ASP 2017 Quintile 2)
Average attendance rate	96.2%	Above National Average (for 2017/2018)
Significant partnerships, extended provision, etc.		School Sports Partnership JD Club St Mary's Church Rickmansworth Rickmansworth Head teachers Group West Hertfordshire Teaching School Alliance
Awards, accreditations, specialist status		RE Quality Mark Schools Games Gold Award

3 Our duties

At St. Mary's Church of England (VA) Primary School we welcome our duties under the Equality Act 2010.

The Governing Body of St. Mary's is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves, and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.

We aim to advance equality of opportunity, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives, by informing parents that they are published on our website and in our school prospectus.

St Mary's Church of England Primary School is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The purpose of this information is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty. The specific duties require schools to:

- Publish annually information showing compliance with the Public Sector Equality Duty set out in clause 149 of the Equality Act 2010
- To set every four years one or more specific, measurable equality objectives that further the aims of the Equality Duty.

4 Protected characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- disability (as defined by the equality Act 2010) and those who have additional educational needs
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- young carers
- ethnicity
- religion and belief
- pupils from low income backgrounds
- Gypsy, Roma and Traveller children
- gender
- gender reassignment
- sexual identity
- age (for employees)
- maternity and pregnancy (for employees)
- marriage and civil partnership (for employees)
- children from military families
- other vulnerable groups

5 Disability

At St. Mary's Church of England Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010

6 How we meet our legal and general duties

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

1. Publish equality information

No information will be published which could specifically identify any individual child or adult.

2. Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We will use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- Inform future action.

Our objectives will detail how we will ensure equality is applied to the services listed above; however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

7 Core Statements

In fulfilling our legal obligations we will be guided by seven core statements:

- All learners are of equal value.
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.
- We consult and involve widely
- We strive to ensure that society will benefit.

8 Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

9 Chain of accountability

The Governing Body, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Each term, managers and key staff will report to the Head teacher on actions and progress.

Governors will discuss the impact of the Equality Information and Objectives annually as part of the policy review.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEN/LDD (including bullying incidents)	Headteacher
Accessibility	School Business Manager
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher, teacher Governor
Equality and diversity in pupil achievement	Headteacher and all teachers
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher and all teachers
Impact assessment	Headteacher

Stakeholder consultation	Headteacher
Policy review	Headteacher
Communication and publishing	School Business Manager Office Manager

10 Responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

	Governors will:
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice within the school from individual managers, staff and pupils Ensure a consistent response to incidents e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out the letter and spirit of the statutory duties (and ensuring the provision of 'returns' to the LA.
	Head Teacher and Senior Staff will:
Policy Development	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all staff, pupils and stakeholders Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold Line Managers to account for effective policy implementation
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from departments, individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
	Line Managers will
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring all voices are heard
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary Be accountable for the behaviour of staff within their team Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example Respond appropriately to the behaviour of pupils and staff, as a whole, and

	individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme
	All staff (teaching and non-teaching will):
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with line managers which could contribute to policy development and review
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and pupils Provide a consistent response to incidents e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme
	All pupils will:
	<ul style="list-style-type: none"> Have a voice in policy development through the use of a suggestion box and Equality Council Be ambassadors for the school, talking at events such as the Riversmeet Consortium, Sports Partnerships
	All parents/carers will:
Be involved in school improvements through partnerships with staff via:	
<ul style="list-style-type: none"> Use of School Comms to be informed promptly of key issues Informal consultations with Head and other staff Pupil Voice Induction meetings and school tours Enrichment activities- Wonder days, focus weeks, Live Learning Parent voice (half termly class rep meetings) Support with interpreting or reading documents Stakeholder coffee morning 	

11 Engagement

When deciding what to do to tackle equality issues, where necessary we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement is included in our published material that shows how the duty has been addressed.

This includes:

- Staff training
- School policies, specifically Behaviour and Anti Bullying policies
- Monitoring and review of our attainment data
- Lesson observation feedback
- Cultural days and cultural curriculum themes
- Local community involvement

12 Teaching and Learning

We aim to:

- Meet the needs of pupils more effectively by offering approaches to teaching and learning and the usage of resources that are consistent across the school
- Meet the needs of staff by offering professional development opportunities aimed at the extension of teaching skills
- Meet the need to retain the best features of educational practice when seeking to implement the National Curriculum and the Early Years Foundation Stage Guidance.

13. Exclusions

We comply with Hertfordshire County Council Policy and Guidance

14. Equalities and Staff

We comply fully with legislation which protects all our staff from discrimination on the grounds of gender, transgender status, race, disability, sexual orientation, religion or belief, or age. With regard to disability we make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a non-disabled person. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and development practices and disciplinary procedures.

- We make an effort to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- We will tackle discrimination and bullying, reporting and recording all forms of prejudice related incidents for example racism, homophobia, and negative views of disabled people or sexism.

15. Engagement- Participation and Involvement

We have welcomed the participation and involvement of people from a broad and diverse range of backgrounds and of different abilities. When deciding what to do to tackle equality issues, we will consult and engage both with the people affected by our decisions- parents, staff, members of the local community- and with people who have specialist knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Stakeholder	Consultation information	Priority/consideration
Staff	Most staff felt they were an inclusive part of the school with	Continue to support staff.

	the majority feeling they were encouraged to participate in all aspects of school life and had access to professional development opportunities	
Staff	Most staff agreed that religious and cultural diversity is celebrated within school and that race, gender and disability are positively promoted.	Continue with cultural and religious diversity workshops and lessons.
Pupils	Overall, children showed understanding of Equality and Discrimination issues. Overall they felt that they were treated fairly by teachers and adults in the school	Continue to ensure that Equality and Discrimination issues are highlighted in lessons and through the Equality Council.
Pupils	Most felt that issues of bullying were dealt with fairly	Continue to highlight protective behaviours and anti-bullying through lessons and assemblies.
Pupils	Most were aware of culture and diversity through wonder days and focus weeks.	Make Diversity Week an annual event.
Parents	Majority of parents felt that their children were welcomed in St Mary's, that the school dealt with issues on a timely basis, and that the school promotes different cultures and religions	Continue with the Open Door policy, Parent Forum and focused lessons on different cultures and beliefs.

16. Evaluating the impact

Equality Impact Assessment (EQIAs) helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

17. Commitment to review

The school equality scheme is aligned with the School Development Plan. Its implementation is monitored within the school's self-evaluation and other review processes (The Senior Leadership Team and Governing Body) as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

We will publish information annually on the school website.

18. Achievements to date:

- Visual timetables and workstations
- Positioning of furniture so as not to be a barrier to access

- Ensuring that specialist advice is sought and skills are cascaded to all teaching and support staff
- In particular, for the children: Use of adapted equipment e.g. special scissors, ‘hand-huggers’, ‘writing slope’, ‘move and sit cushions’ and alphasmart, coloured overlays where necessary.
- Use of technology e.g. interactive TV’s
- Access to excellent SEN support from both the Local Authority and a Governor with SEND specialism
- Adapting the outside environment to support visual impairment
- Training of staff
- Emphasis on ‘out of hours learning’ promoted by our internal Breakfast, After School and Holiday Club
- Specialist advice sought regarding Pupil Premium
- Stonewall training received and disseminated to staff governors and parents
- Drop in sessions/Coffee mornings with the Deputy SENCO
- Hertfordshire Adult Family Learning Services (HAFLS) brought into school to work with parents
- RE Curriculum which compares and contrasts other major faiths to Christianity
- PSHE curriculum which encourages discussion and acceptance of divisive beliefs
- Fundamental British Values planned for and interwoven into the Curriculum
- Equalities Council established
- Annual Diversity Week established to celebrate diversity of race, gender, sexuality,SEN
- Parent Focus Group helped to update the SEN Information Report alongside the SENCo, Head teacher, SEN Governor in 2017.
- Variety of clubs offered out of school including art, multi sports, netball, football, and choir. Provisions are evaluated and evidence gathered on attendance, gender and inclusion.

19. Equality objectives 2018-2022

Our equality objective-setting process has involved gathering evidence as follows:

- Internal pupil tracking data
- Analysing School Performance data
- Ofsted reports
- Teaching and Learning observations
- Work monitoring
- Planning monitoring
- Pupil voice
- Parental feedback

List of equality objectives 2018-2022:

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Timing	Review Date
Raise attainment in English, especially writing	Gender Ethnicity Race Disability	Advance equality of opportunity	All staff	Outcomes against individual targets. Published results	Termly	July 2019
To ensure that all learners with SEND are able to make at least expected progress and in-line with all children in school	Disability	Advance equality of opportunity	All staff in partnership with SENCo, Deputy SENCo and specialist advisers from the Local Authority	Outcomes against individual targets on pupil passports and EHC Plans.	Termly	July 2019
To ensure vulnerable pupils increase attendance to 90%	Ethnicity GRT pupils Race Disability	Advance equality of opportunity	All staff in partnership with the Attendance Improvement Officer	Attendance Data	Annually	July 2019
To implement a new curriculum to ensure that it is accessible and appropriate for all- ensuring attainment in foundation subjects is in line with core subjects.	Gender Ethnicity Race Disability Religion and belief	Advance equality of opportunity. PREVENT duty	Teaching staff Governors	Positive impact on standards	Annually	Annually

20. Monitor and Review

Annually, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.