

St Marks Church of England Primary School

Equality Statement and Single Equality Scheme

2017-2018

Equality Statement

St Marks Elm Tree primary school is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age

- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

St Marks Elm Tree Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2012) on the importance of narrowing the gaps in achievement which affect pupils eligible for Pupil premium and those in our additional resource base.

Date approved by the directors : January 2018

The School Context

Geographical Location

St Marks is a Voluntary aided primary school located in central Stockton. We have lower than average free school meals, pupil premium eligible children and children who are other than white British.

Community Served (Including breakdown of school's students, staff and governors)

48% boy/ 52%girl

3% minority ethnicity

0 asylum seekers

3 religious faiths represented (majority Christian, no statistical significance for other groups. Islam, Hindu.)

22% Pupil Premium (break down by FSM, ever 6, LAC and Armed Forces)

9.7% SEN

0 % disabled (notified by parents)

0 % sexual orientation (notified by parents)

School Outcomes

Attainment 97%ARE reading, ARE writing. 88% ARE maths 94 ARE SPG 97%

Progress for all groups is better than national and above floor in 2016 with no significant gaps.

Attendance 97.7%

Extended Leave non

Mobility Issues inward – ongoing

Qualitative Surveys

Participation in

Out of School Learning (including supplementary schools) 35%

School Trips 97%

Extended School Activities 97%

Parents' Evenings 92% attendance.

Incidents

Prejudice Driven Behaviour: 1 incident of prejudiced based bullying in last two years.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have **CEOP training**

All new staff have **Safeguarding training**

Some staff **Designated teacher training.**

Relevant Policies

Policies pertinent to equality and diversity will be regularly reviewed. **(Complete table as appropriate)**

Policy	Review Date
EAL	2019 Summer term
Anti Bullying	2019 Summer term
Safeguarding	2019 Autumn term(complete)
Other	Behaviour policy to be reviewed in Summer 2019.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: SEND pupils who are looked after by the local authority, Pupils eligible for Pupil premium. and there is extra provision for certain groups: This includes those children attending our additional resource base for children with social and emotional needs, as appropriate.

In our School there is curriculum coverage of equalities issues, particularly with regard to: disability and race. Our RE curriculum covers discrimination and sex and relationships. We teach the Kidsafe curriculum.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: Faith weeks, worship focus weeks, celebrating major festivals, Music lessons, visiting theatre companies.

The school takes part in certain national projects and award schemes, for example: Anti Bullying week and we have received the Inclusion award at gold level.

Sports mark at gold level 2018

In curriculum materials across all subjects, there are positive images of: disability and race diversity.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have **made adjustments for children with food allergies, in particular nut allergies.**

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

How we have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for involvement

At St Marks Elm Tree Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils

- School Council
- Focus groups of pupils meet termly, called the safeguarding council. At this children teachers and governors discuss different social identity backgrounds, and disabilities.
- E-forums
- Individual interviews with pupils and their parents involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation and risk assessments

At St Marks Primary School, the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff to be developed
- Regular meetings with union representatives where necessary
- Regular staff meetings with specific agenda items, including weekly safeguarding meetings
- Individual discussions with staff as a part of performance management

At St Marks Elm Tree Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters and other communications in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through director meetings
- Feedback through PTA meetings
- Feedback from adults using the school beyond the school day

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as local authority
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The directors :

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.

- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- details of the person(s) responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium):

Fiona Williams (director) and Head Teacher

- details of the person(s) responsible for ensuring the specific needs of staff members are addressed

Head Teacher and senior administrator, Natasha White.

- details of the person(s) responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium.

Deborah Hindson Deputy Head Teacher

- details of the person(s) responsible for monitoring the response to reported incidents of a discriminatory nature

Head Teacher and Chair of Local Governing Body, Don Allday.

- details of those responsible for overseeing interventions (e.g. Pupil Premium) SENCO-

Executive SenCo Team leaders deputy head teacher

Parents/Carers:

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have indicated that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

Objectives

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.

- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- Reports from our SIA, Keith Morrison

Appendix 1: Equality Objectives Action Plan

Objective: To ensure that our children and adult community are not subject to homophobic bullying and understand how to avoid it.						
Aligned to protected characteristics(list protected characteristics): Gender, race, orientation.						
What helped us arrive at this objective(consultation with stakeholders): Discussion about our SRE policy during safeguarding training and whether it remained appropriate.						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Stonewall ‘Train the Trainers’ course and Church of England Education society inspector training).	Attended Continually updating and cascading training to staff and governors	Ongoing. See staff meeting rota.	V Hall All staff and governors	Church of England Education society £60 Staff release time.	Greater understanding of homophobic bullying. Reduction in homophobic incidents. Greater understanding demonstrated in policies and	Full GB. Safeguarding governor. F Williams.

					practice.	
Prevent Feb 2019 £300 – whole staff	Whole staff twilight training	TBC	Whole staff and LAB and directors	£300 approx plus overtime costs.	Better recognition of Prevent issues particularly county lines and FGM	HT and GB F Williams and H Smith (Directors)
Downs syndraome awareness Makaton	Maggie Hart consultant Makaton UK	Annually as staff change	Whole school and directors	£450 £375	Raised awareness of Downs syndrome.	Heads of school and team leaders Report to directors