



# St. Mary's Church of England VC Infant School

*'Sharing, Caring, Learning and Loving with God'*

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## Equality Policy 2020 - 2023

**Policy Review:**

This Policy will be reviewed every 3 years

<b>Reviewed</b>	<b>November 2020</b>
<b>Next Review</b>	<b>November 2023</b>

**Our Vision**

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus’ Kingdom comes and everyone can flourish together.

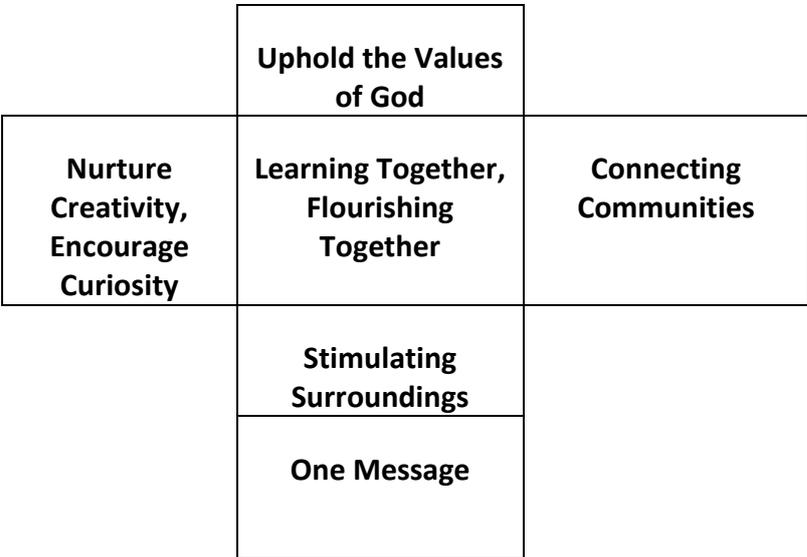
**Our Mission**

‘Sharing, caring, learning and loving with God.’

**Our Values**

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

**Our 6 Key ideals that underpin our vision**



**Understanding our vision**

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

‘We aspire to be a community living life in all its fullness’ (John 10:10) Church of England vision for Education

‘Sharing, Caring, Learning and Loving with God’ (School’s mission statement)

‘Valuing the dignity and respect of all humanity and all creation’ (Reference to Jonah and the Whale and the Church of England vision)

‘Through the power of the Holy Spirit’ (The importance of the Holy trinity and that we can’t do it alone. We must work together.)

‘Jesus’ kingdom comes.’ (Themed verse, Lord ’s Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

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# 1: School Context

## The characteristics of our school

This infants' school is smaller than the average-sized primary school. There are two classes per year group from Reception to Year 2. The Early Years Foundation Stage admits pupils, full-time, in the September following their fourth birthday.

Currently 20% (November 2020) are disabled or have special educational needs.

The proportion of pupils who are eligible for the pupil premium (16.25 %) is similar to the national average. The pupil premium provides additional government funding for those who are known to be eligible for free school meals and children in the care of the local authority.

Most pupils (80%) are White British and there are no other significant ethnic groups.

Characteristic	Total	Breakdown (number and %)
Number of pupils	160	89 (55.63%) Female 71 (44.37%) Male
Number of staff	23	97.2 % Female 2.7% Male
Number of governors	12	59% Female 41% Male
Religious character		Christian
Attainment on entry		Majority below National average in Literacy and Maths
Mobility of school population		Low (stability 98.3%)
Pupils eligible for FME		16.25%
Deprivation factor		<b>0.216</b> (IDACI – proportion of children living in low income homes – National Average is 0.14
Disabled staff		None
Disabled pupils (SEN/LDD)		2
Disabled pupils (no SEN)		None
BME pupils		12.5%
BME staff		0
Pupils who speak English as an additional language		4.4%
Average attendance rate		96%
Significant partnerships, extended provision, etc.		Strong links with Junior School, Holly Blue Children's Centre, Premier Sport, NHSP, Baldock Forum, Heads Network, majority of children enter the school from Weston Way Nursery, Diocese of St Albans
Awards, accreditations, specialist status		ECO Award Bronze & Silver Early Years Quality Standard 2019

## Current situation

### The standard procedures and processes of our school – disability

Herts Model Policies and school's own curriculum policies are in place to ensure all children, regardless of age, gender, ability, race or religion are catered for.

## 2: Legal Background

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### The duties that underpin our scheme

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Our 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.

#### General duties

##### *Equality Act 2010*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

##### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

#### Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

## 3: Roles and Responsibilities

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### Chain of accountability

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The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

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

Every half term (through SLT meetings), the Senior Leadership Team will report to the Headteacher on actions and progress. Every term equality and diversity will be reported to the Governors through the Head's Report

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

### Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

## Commitment to action

	<b>Governors will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Provide leadership and drive for the development and regular review of the school's equality and other policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li><li>● Highlight good practice and promote it throughout the school and wider community</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Provide appropriate role models for all managers, staff and pupils</li><li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils</li><li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>
	<b>Headteachers and senior staff (Deputy, INCo, KS1 Leader) will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Initiate and oversee the development and regular review of equality policies and procedures</li><li>● Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders</li><li>● Ensure that managers and staff are trained as necessary to carry out the policies</li><li>● Oversee the effective implementation of the policies</li><li>● Hold line managers accountable for effective policy implementation</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Provide appropriate role models for all managers, staff and pupils</li><li>● Highlight good practice from departments, individual managers, staff and pupils</li><li>● Provide mechanisms for the sharing of good practice</li><li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Ensure that the school carries out its statutory duties effectively</li></ul>
	<b>Line managers (Team Leaders for Performance Management) will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li><li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils</li><li>● Use informal and formal procedures as necessary to deal with 'difficult' situations</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Behave in accordance with the school's policies, leading by example</li><li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li></ul>
Public Sector	<ul style="list-style-type: none"><li>● Contribute to managing the implementation of the school's equality scheme</li></ul>

## Duties

	<b>All staff: teaching and non-teaching will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Contribute to consultations and reviews</li><li>● Raise issues with line managers which could contribute to policy review and development</li></ul>
Policy Implementation Behaviour	<ul style="list-style-type: none"><li>● Maintain awareness of the school's current equality policy and procedures</li><li>● Implement the policy as it applies to staff and pupils</li><li>● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li><li>● Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Contribute to the implementation of the school's equality scheme</li></ul>

## 4: Stakeholder Consultation

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### Involving our learners, parents/carers and other stakeholders

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Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition to our annual parent questionnaires, surveys, pupil voice:

**Disability:** Close liaison with families, support groups and advisory services

**Gender:** in addition to our staff, pupils and parents- Holly Blue (Children's Centre on school site) runs a Dad's group every month. The close links we have with Holly Blue enable us to draw on their expertise and knowledge, with regards to vulnerable groups.

**Race:** Equality across the curriculum and the ethos of the school. INCo expertise and knowledge of advice services drawn upon as necessary

**Community cohesion:** Multiple charities supported and National events supported and recognised throughout the school year. Links to local businesses, families, the local church and other schools. Support charity 'Just be a Child'.

**Other:** Continue to look for other links in the 'wider world'

## 5: Impact Assessment

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Evaluating the impact in terms of the outcomes

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### Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Governors will be updated on the policies/ involved in the review of policies and this will be recorded in governor minutes. A report will be published every September.<sup>16</sup>