

# **School Equality Scheme**

Summary for St Mary's Infant School

2016 to 2019

## 1: Vision and Values

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### Our equality vision and the values that underpin school life

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The school motto is *'Sharing, caring, learning and loving with God'*

The school has a strong values system that is embedded through Collective Worship, PSHE sessions and in the life of the school.

The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

We have strong links with St. Mary's Parish Church in Baldock. Children visit the church and clergy come in to take assemblies. We strongly believe this adds to the warm and caring ethos of the school.

The school follows the "Good to be Green" behaviour system to recognise and reward positive behaviour. The ethos of the school is for a caring and supportive environment where pupils are expected to try their best with the support and understanding of interested and highly motivated adults in school

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school

## 2: 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.

*(Information from RAISEOnline 2015- will be updated in Autumn Term when RAISEOnline 2016 is produced by DfE)*

Characteristic	Total	Breakdown (number and %)
Number of pupils	179	39.1% Female 60.0% Male
Number of staff	23	97.2 % Female 1 (2.7%) Male
Number of governors	14	75% Female 25% 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		19.6%
Deprivation factor		0.18
Disabled staff		None
Disabled pupils (SEN/LDD)		1
Disabled pupils (no SEN)		None
BME pupils		11.8%
BME staff		1
Pupils who speak English as an additional language		3.4%
Average attendance rate		95.6%
Significant partnerships, extended provision, etc.		Strong links with Junior School, Holly Blue Children's Centre, Premier Sport, NHSPP, 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

#### 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.

## 3: 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

##### **Disability general duty** – *Disability Discrimination Act 2005*

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

##### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

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

##### **Race general duty** – *Race Relations Amendment Act 2000*

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.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

## 4: Roles and Responsibilities

Commitment to implementation: Commitment to action: Chain of accountability

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

### Commitment to implementation

Headteacher, Claire Gunn, 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.

The lead Governor is Rebecca Payne.

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

### Priorities 2016- 2019

Priority Issue and objective	Category	Diversity Strand
<p>Community Involvement</p> <p>More opportunities created in school for children from different ethnic backgrounds/ faiths to share their experiences</p>	Statutory	Community
<p>Reduce the amount of time that children are sedentary at school.</p> <p>See increase in physical activity within the daily timetable and for after school sports clubs to be full.</p>	National Indicator	All
<p>Curriculum Content Review</p> <p>Curriculum meets the needs of all learners</p>	Curriculum	All
<p>Girls Maths</p> <p>For girls achievement to be in line with boys, within school and nationally</p>	School Indicator	Gender
<p>Policy Review</p> <p>The review of policies ensure that equality aspects are included</p>	Statutory	All
<p>Stakeholder Consultations</p> <p>Have opinions and suggestions gathered from wide range of the school community representing all groups</p>	Statutory	BME Disability Gender
<p>Impact Assessment</p> <p>All class teachers, and governors, aware of the performance of the groups; gender, ethnicity and disability</p>	Statutory	All
<p>Communication and Publishing</p> <p>All communications with school and community are accessible, easy to read and on school website</p>	Statutory	Disability BME Gender

