

School Equality Scheme



2016 to 2019

St Mary's Infant School

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1: Vision and Values

Our equality vision and the values that underpin school life

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.

Currently 14% (Sept 2016) are disabled or have special educational needs.

The proportion of pupils who are eligible for the pupil premium (19.6 %) 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 (92.5%) are White British and there are no other significant ethnic groups.

(From OFSTED 2014)

Characteristic	Total	Breakdown (number and %)
Number of pupils	180	79 (43.89%) Female 101 (56.11%) 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		7.5%
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

The duties that underpin our scheme

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

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

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

	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 the 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 from the school and among 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 the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteachers and senior staff (Deputy, INCo, KS1 Leader) 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 pupils, staff 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 accountable 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 (Team Leaders for Performance Management) 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 that 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 the staff team, individual members of staff and pupils ● 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	<ul style="list-style-type: none">● Contribute to consultations and reviews
Development	<ul style="list-style-type: none">● Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none">● Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none">● 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, carrying out the letter and spirit of the school's equality scheme● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector	<ul style="list-style-type: none">● Contribute to the implementation of the school's equality scheme
Duties	

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

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'

6: Impact Assessment

Evaluating the impact in terms of the outcomes

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

7: Our School's Equality Priorities

Key priorities for action

Achievements to date:

Disability: Ensured visibility in carpark was sufficient to meet needs of disable drivers. Paperwork delivered in manner appropriate for a visually impaired parent. High visibility edging on steps to Year 2 classrooms. Hand rails in toilet.

Gender: Ensured after school clubs appeal equally to boys and girls

All: Termly Pupil Progress meetings focus on the performance of all vulnerable groups

Previous Equality Scheme Objectives:

1. To maintain and build on high standards to ensure boys and girls reach standards and make progress better or significantly better than their groups nationally and all pupils nationally (**GENDER**)
OUTCOME: School data shows that in over the previous 3 years the boys and girls have performed better than National all pupils, and better or, in line, with their group nationally.

2. As above for **DISABILITY & ETHNICITY**

OUTCOME: Very small numbers in some ethnic groups makes it very difficult to get useful data. Only 1 or 2 children in groups. **2013** data shows only mixed performing well above the group nationally and Asian slightly below their group nationally. **2014** data show Black/Black British with APS well above national but the Mixed and Asian group having an APS slightly below. **2015** data shows Mixed had an APS slightly below national an Indian and Black/Black British had an APS of well above the national figure.

3. Maintain a high standard in promoting a good understanding and respect for different religions and beliefs.

OUTCOME:

"The school has a strong Christian ethos but is also welcoming to, and inclusive of, other beliefs and cultures. Pupils are taught to value other people and to be thoughtful and considerate."

OFSTED 2014

Areas the school has identified as priority areas 2016-2019 – and why

Priority	Category	Diversity strand	Background
1 Community Involvement	Statutory	Community	Few parents from different faith groups are involved in school life. This needs to be encouraged further and promoted.
2 Reducing the number of overweight/ sedentary children	National Indicator	All	National and local concerns over the amount of time children are sedentary. Research shows healthy/ active lifestyle improves academic achievement. We need to collect data to see what actions need to be set to address any issues

			discovered.	
3	Curriculum content Review	Curriculum	All	We will ensure that Subject Leaders monitor equality issues, in their subject, as part of their monitoring programme (OFSTED action) Good practise can be shared.
4	Girls Maths	School Indicator	Gender	We want to set up interventions and support in class to address the issues some girls are displaying as maths becomes more difficult in KS1
5	Policy review	Statutory	All	We want to incorporate an examination of equality aspects into our policy review- will report on equality in the Head's Report, annually.
6	Stakeholder consultation	Statutory	BME Disabled Gender	Implement a programme of consultation on the three strands. Involve a Governor.
7	Impact assessment	Statutory	All	AM7 and Raiseonline breaks down data into the groups. More information needs to be shared when reporting to Governors so they are fully informed of the progress of the different groups.
8	Communication and publishing	Statutory	Disability BME Gender	We will ensure communications with the school community are accessible and easy to read, update our website to include more explicit reference to our commitment to equality and diversity, tell the school community about equality plans and make (appropriate) copies available on the website.

8: Action Plan (over the next 3 years)

Making progress on equality issues (Governor Lead: Rebecca Payne)

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Community Involvement More opportunities created in school for children from different ethnic backgrounds/ faiths to share their experiences	Statutory	Community	• Ensure Herts RE syllabus is being covered correctly	RE S. Leader	Annual Reviews; July 2017 July 2018 July 2019
			• Displays around school reflect different cultures and faiths throughout the year	All	
			• Children encouraged to share, with the class, festivals celebrated at home	Class teachers	
			• Ensure class teachers are aware of different ethnicities within class	Admin	
			• Invite parents, as appropriate, to come into school to talk about festivals/ traditions in different cultures	All	
			• Celebrate 'Black Awareness Month' in school	All	
2 Reduce the amount of time that children are sedentary at school. See increase in physical activity within the daily timetable and for after school sports clubs to be full.	National Indicator	All	• Baseline monitor current timetable across the school to log how much time, in a day, children are active and sedentary.	Head & PE Subject Leader	Termly Reviews over 2016-2017 then, Annual reviews January 2018 January 2019
			• Ensure after school sports clubs meet a variety of needs, including; race, gender and disability.	Head	
			• SLT to monitor termly that timetables are being followed	SLT	
			• Update Governors, termly, through Head's Report	Head	
			• Collect children & parent views on sports activities they would like to access	Head	
			• Promote other non- school sports clubs within the school	All	

				<ul style="list-style-type: none"> Children to share experiences of clubs they attend, not linked to school, to promote the provision in the wider community. 	All	
3	Curriculum Content Review	Curriculum	All	<ul style="list-style-type: none"> Forms part of the Subject Leaders role to monitor equality within their subject area Equality mentioned in all SL Action Plans each year Sharing of good practise across the school 	Subject Leaders Subject Leaders All	Annual Review by SL; September 2016 September 2017 September 2018
	Curriculum meets the needs of all learners					
4	Girls Maths	School Indicator	Gender	<ul style="list-style-type: none"> Analyse data to determine key areas that girls find most difficult Use interventions to support difficulties within maths Use SATS papers to look for trends Discuss girls achievements in termly Pupil Progress Meetings Maths SL to support class teachers with planning when necessary 	Class teachers Class teachers SLT Maths SL Class teachers SLT Maths SL	Termly Review in PP meetings every year; (Sept, Jan, April, July)
	For girls achievement to be in line with boys, within school and nationally					
5	Policy Review	Statutory	All	<ul style="list-style-type: none"> Policies, when reviewed, will contain an equality statement Head's Report to governors will include section on equality SL to monitor the delivery of their policy within their monitoring process 	Subject Leaders Head SL	Reviewed as stipulated on individual policies
	The review of polices ensure that equality aspects are included					
6	Stakeholder Consultations	Statutory	BME Disability Gender	<ul style="list-style-type: none"> Appoint a governor role that is responsible, along with the Head, for overseeing the gathering of stakeholders views Send specific questionnaires out to different groups to ensure all ethnicities are included 	Governors Head	Reviewed annually; May 2017 May 2018

	Have opinions and suggestions gathered from wide range of the school community representing all groups			<ul style="list-style-type: none"> Analyse responses and create action plan Publish summary of findings on school website Issue questionnaires twice a year 	<p>Governors Head</p> <p>Head</p> <p>Head Governors</p>	
7	Impact Assessment	Statutory	All	<ul style="list-style-type: none"> Use AM7 reports to filter out the performance of different groups to ensure all are performing as expected Head's report on standards and achievement to reference the performance of different groups INCo to monitor the provision for identified groups Pupil Progress meetings to monitor groups and address any issues that arise 	<p>Class teachers INCo</p> <p>Head</p> <p>INCo</p> <p>SLT Class teacher</p>	<p>Reviewed Annually; October 2016 October 2017 October 2018</p>
	All class teachers, and governors, aware of the performance of the groups; gender, ethnicity and disability					
8	Communication and Publishing	Statutory	Disability BME Gender	<ul style="list-style-type: none"> Statement on website to reference school's commitment to equality and diversity Appropriate copy of Equality Plan on the school website Staff access to Equality Plan to feed into Action Plans as appropriate Governors given copy of plan Action Plan to feature in SDP as appropriate over next 3 years 	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head Governors</p>	
	All communications with school and community are accessible, easy to read and on school website					