

St Andrew's CEVC Primary School, Great Yeldham

Single Equalities Policy



Reviewed by Carrie Prior January 2017

**St Andrew's CEVC Primary School
Church Road
Great Yeldham
HALSTEAD
Essex
CO9 4PT**

Introduction

St Andrew's CEVC Primary School all individual equalities policies have been amalgamated into one Single Equalities Policy. This document is intended to meet the needs of the school and community. The policy includes relevant action plans for Accessibility, Equality and Community Cohesion.

Our Single Equalities Policy and Action Plans cover a three-year period from **2017 to 2018**.

Equality Statement

- In accordance with our Vision Statement and School Aims below:

To be the best that we can be Core Christian Values

Creativity
Compassion
Confidence
Determination
Enthusiasm
Community

The Staff and Governing body of St Andrew's CEVC Primary School aim to educate each child to the highest level of attainment, having regard to his or her aptitude and ability, with particular emphasis on motivation through interest and direct experience. We aim to ensure:

- That achievements are recognised and celebrated in all areas of school life.
- Pupils are confident, self-disciplined, creative, independent and resilient within a full and very broad curriculum.
- We promote and develop as fully as possible the personal development of each child in order to strengthen personal esteem and self-confidence.
- That a variety of learning styles will be fostered to develop and sustain a sense of wonder and discovery, a delight in learning and achievement and a curiosity about the world.
- Pupils value themselves and show tolerance and respect for others religious and cultural diversity, differences, abilities and disabilities.
- Pupils learn about responsibility in school and for the wider and global communities to which they belong, including how to be good citizens and the importance of caring for the environment.
- High standards of work, manners and behaviour are expected.
- We maintain high standards of communication and dialogue with parents, governors and the community which encourages participation and working enthusiastically together to achieve our vision and aims.
- A welcoming, stimulating, safe and well ordered environment for all pupils and staff.
- A wide range of resources which are effectively used to support learning will be provided.

- Support, guidance and training is given to all those who teach and work with our children.

St Andrew’s Primary School commit to:

1. Respecting the equal human rights of all our pupils;
2. Educating them about equality;
3. Respecting the equal rights of our staff and other members of the school community.
4. Ensuring that everyone in school is treated fairly and with respect.
5. Recognising that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
6. Ensuring that school is a safe place for everyone.
7. Consulting with people from different groups and involving them in our decision making.
8. Recognising that extra support is needed for some pupils to help them achieve their full potential and be successful

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St Andrew’s CEVC Primary school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

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 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 Andrew’s 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.

The School Context

St Andrew’s Primary School is a village school situated in Great Yeldham, Essex. There are 151 pupils on roll. 92% of the pupils on roll are White British, meaning only 8% of pupils are from a different ethnic background. 20% of pupils are in receipt of Pupil Premium and one pupil is CLA. Stability of the school population is 86%. 15% of pupils are SEN.

Pupils’ Progress and Attainment

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support. Actions will be clearly articulated in the School Improvement Plan.

The Quality of Provision - Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress as well as opportunities to make improvements.

This school promotes the inclusive use of technology in the curriculum and seeks to ensure that pupils with visual, hearing, mobility, cognitive and prone to seizure impairments are not disadvantaged by its use.

The Quality of Provision - Curriculum and Other Activities

This school provides an appropriate curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils aim to participate in the mainstream curriculum of the school, and where appropriate and required adaptations are made to meet individual needs.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are most able
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care

pupils who are at risk of disaffection and exclusion
lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extracurricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Web technologies are used to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility cognitive and prone to seizure impairments)

The Quality of Provision – Guidance and Support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children. The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

We ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility cognitive and prone to seizure) impairments.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with Pupils, Parents, Carers and the Wider Community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English.

Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of underrepresented groups in areas of employment e.g. through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups. This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines. We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community. This school opposes all forms of racism, homophobia, prejudice and discrimination.

The school will ensure that all students will receive an equality of experience in curriculum delivery particularly where technology is used. The unseen (visual, hearing, mobility cognitive and prone to seizure) impairments will be catered for when employing web sites and technology for curriculum delivery.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays
- acknowledging the differences in syntax with non-spoken forms of English (e.g. British Sign Language)
- We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society. We look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Community Cohesion

The statements below show the school context and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for the Community Cohesion action plan.

- St Andrew's is a popular, small village school in Great Yeldham, which attracts pupils from in and out of catchment and from other schools part way through the year.
- Nearly all pupils are from White British backgrounds (92%) and a few are from minority ethnic groups (8%).
- Most pupils start at school with levels of knowledge and understanding that are below expectations, in most of the areas of the Early Learning Goals (ELG). We know this from a baseline within 6 weeks of entry. The trend is for pupils to enter the school with a lower baseline than that of similar schools and nationally.
- The trend for statemented children in the school is higher than schools nationally. The trend for numbers of SEN pupils including statements is well above the national average for all schools.
- The school is fully inclusive and takes children from other catchment areas known to have difficulties in mainstream and sometimes close to exclusion from other schools. The wide and varied curriculum supports these children and others to sustain their motivation and interest and therefore contributes to the standards that we are able to sustain given the wide range of abilities and backgrounds of our pupils and families. Additionally the school is very effective working with a wide range of external services that support a disproportionate amount of pupils with social, emotional mental and behavioural needs.
- St Andrew's CEVC School has very strong links with the church and local community.
- The curriculum is based on a detailed assessment of individual needs and an accurate knowledge of the local socio-economic context.

Responsibilities

The Governing Body are responsible for:

- Ensuring that the school complies with all relevant equalities legislation.
- Ensuring all governors receive up to date training in all the equalities duties.
- Designating a governor with specific responsibility for the Single Equality Scheme.
- Establishing that the action plans arising from the scheme are part of the School Improvement Plan.
- Supporting the Head Teacher in implementing any objectives necessary.
- Informing and consulting with parents about the scheme.
- Evaluating and reviewing the objectives annually.
- Assessing the potential impact of decisions made upon equalities.

The Head Teacher and Senior Leadership Team are responsible for:

- Have responsibility for supporting other staff in implementing this Scheme.
- Providing a lead in the collection and dissemination of information relating to the Scheme.
- Identifying good quality resources and CPD opportunities to support implementation of the Scheme.
- Providing advice/support in dealing with any incidents/issues.
- Assisting in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluating and reviewing the objectives annually.
- Ensuring coverage in the curriculum of equalities issues.
- Ensuring the curriculum promotes pupils' SMSC.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The head teacher, Carrie Prior, is responsible overall for dealing with reports of prejudice-related incidents. Karen Graves is the lead teacher for pupils with SEN Needs and in Receipt of Pupil Premium.

Visitors and contractors are responsible for following relevant school policy.

Publication and Review

This Equalities Policy fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on the school website.

The policy will be kept under regular review for three years and then replaced in January 2020.

How we chose our Equality Objectives

Our equality objective-setting process has involved gathering evidence from the sources below:

- Raiseonline (RoL) data produce by OFSTED.
- School's data and on-going assessment.
- Knowledge of the social and economic background of our community.
- Other related equality policies e.g. SEN, G&T, Equal Opportunities, Admissions.

We have involved relevant groups from the start in the following way:

- Pupils – through class and school councils.

- Staff - through INSET and other training, including child protection and safeguarding.
- Governors – through termly Committee & FGB meetings discussion and feedback and additional through the SEN and Safeguarding Governor visits and reports.
- Parents – through the Parents survey.
- Community – through the 4 villages magazine.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

Associated Policies and Guidance

- Admissions Policy
- Anti-Bullying Policy
- Attendance & Punctuality Policy
- Behaviour Policy
- Child Protection Policy
- Children in Public Care (CLA)
- Dealing with and Reporting Racist Incidents
- Equal Opportunities Policy
- Inclusion Policy
- PSHE Policy
- Recruitment Policy
- School Handbook
- Sex Education Policy
- Special Educational Needs Policy
- Work Placement Policy

Reviewed by Carrie Prior **January 2017**

Shared with staff – **January 2017**

Agreed by the FGB – **Spring 2017**

Next review date – **January 2020**

St Andrew's CEVC Primary School, Great Yeldham Single Equalities Policy – Action Plans 2017-2020

Accessibility Plan 2017-20			
Objective	Action/Task	Resources	Timescale & responsible person
To promote equality of opportunity between pupil premium pupils and all other pupils	Ongoing review of data in school on pupil premium children; review data gathering systems.	SLT	On-going SLT
Promote positive attitudes towards people and celebrate diversity.	Monitor books and other materials to ensure a diverse range of people are fully represented. Include regular discussions about inclusive practices through the Science, PE and PSHE Curriculum.	Appropriate materials purchased where necessary.	On-going
To report about the progress and Equality of opportunity for pupils	Reports will be provided through the HT report to governors, school prospectus, weekly update and school website.	Website, prospectus and weekly update.	On-going
To monitor the practice of reasonable enquiries made on admissions and transition stages to find out if pupils have additional needs.	To liaise with parents at induction to ensure required information is gathered and with feeder schools during their induction.	n/a	On-going
To review appointment processes for positions on the Governing Body with a view to encouraging applications from disabled people.	Ensure that accessibility to the building is adequate for the disabled.	n/a	On-going

Equality Objectives 2017 - 20

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly through Curriculum Committee meetings assessment meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo
Gender	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly through Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo
Gender	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils.	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly through Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo
Children Looked After	Monitor and analyse CLAs attainment and progress, behaviour, take up of extracurricular	Report to Governing Body Autumn 2 Thereafter, through HT report and updates	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo

	activities and attendance and act on any trends or patterns in the data that requires additional support for pupils	termly though Curriculum Committee meetings and HT termly report.		
Special Educational Needs	Monitor and analyse SEN attainment and progress, behaviour, take up of extracurricular activities and attendance and act on any trends or patterns in the data that requires additional support for pupils.	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly though Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo
Disability	Monitor and analyse children's attainment and progress, behaviour, take up of extracurricular activities and attendance by disability and act on any trends or patterns in the data that requires additional support for pupils.	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly though Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly though Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Annually and reviewed termly by SLT & SENCo

Race	Monitor and analyse racist incidents occurring within school/centre	Report to Governing Body Autumn 2 Thereafter, through HT report and updates termly through Curriculum Committee meetings and HT termly report.	SLT & SENCo Designated member of staff Governing Body	Report to ECC termly return.
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Community Cohesion 2017-2020				
Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Visit a variety of different religious establishments and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Mosque, Church, Diwali, Eid, Christmas.	Newsletters HT report to Governing Body	All staff	Ongoing
Community Cohesion	Continue the links with the Colne Valley School Consortium with pupil events, staff CPD and headteacher meetings.	Website Newsletters HT report to Governing Body	All staff	On-Going
Community Cohesion	Develop and embed a yearly Diversity Day to allow pupils to explore Diversity	Website links Newsletters HT report to Governing Body	All staff	On-going

	within the UK.			
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