



# **St Mary's CE Primary School**

**Date of policy:** Autumn Term 2020  
**Review date:** Autumn Term 2021

## **EQUALITY & OBJECTIVES SCHEME 2020-21**

### **Policy statement**

In accordance with our Mission Statement, we at Saint Mary's

*'Want our children to develop the skills of an effective lifelong learner, build successful relationships, have clear Christian values and principles and live by them. We want our children to be happy.'* We will also be proactive in enhancing the lives of all disabled stakeholders, children, volunteers, parents and carers.

This equality scheme outlines the commitment of staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school and ensuring that there is equality of access to all aspects of school life.

We believe that every member of the school community should feel safe, secure, valued and of equal worth. At St Mary's 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 recognised area of discrimination.

We have used the following existing policies, documents and information to inform our Equality Scheme and Action Plan:

- School Improvement Plan
- Equal Opportunities policy
- Inclusion Policy
- Behaviour Policy
- PSHE & C Policy & Curriculum
- Anti-bullying Policy
- Access Plan (now included within this document)
- School Census
- Attainment Data
- Attendance information
- Behaviour records
- Intervention records
- Incidents of race discrimination or bullying (none in the last 12 months)

- Views of school council
- Pupil questionnaires
- Parent questionnaires
- Provision maps
- Data analysis

As a school we recognise our responsibilities under the Equality Act 2010 to avoid discrimination, harassment and victimisation on the grounds of any of the protected characteristics listed in the Act.

The purpose of this scheme, as required by us as a public body by the Public Sector Equality Duty under Section 149 of the Act, is to ensure that we pay due regard, in all we do, to the need to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

### **The Wider Context**

At the start of the Autumn Term 2020 at St Mary's CE Primary School there are 14 teaching staff; 3 HLTA's; 3 pastoral staff (including an attendance officer); 11 teaching assistants; 2 admin staff; 3 cleaning staff; 2 lunchtime organisers and 3 kitchen staff – 94% are female, 6% are male – 97% are White British, 3% are Latina.

The school intake is mobile with only 76% of the children currently on roll having joined us in Reception.

The vast majority of pupils are of White British heritage though the intake of children for whom English is not a first language is rising (currently 7.3%). There are 248 pupils in school and the gender mix is currently 56% boys; 44% girls of which 81% are White British, 3.2% Any Other White Background, 0.8% White & Asian, 1.2% White & Black African, 2.8% Black African, 0.8% Any Other Ethnic Group, 0.8% Any Other Black Background, 0.8% Chinese, 0.4% White & Any Other Asian Group, 0.4% White & Black Caribbean Background, 0.4% Gypsy / Roma Background and 0.4% Libyan.

Because our school community and the community it serves is predominantly White British one of the main priorities for us is to develop an understanding of cultural and religious diversity within local, national and global contexts.

The number of children eligible for the pupil premium grant is well above national average at 41%. The number of children receiving SEN support is also above national average at 33%.

### **Responsibilities**

The governors as a whole are responsible for:

- making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- supporting the Headteacher to implement any necessary actions;
- making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;

The head teacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- overseeing the effective implementation of the Scheme including the gathering and publishing of information and the monitoring of the Equality Action Plan;
- developing partnerships with external agencies regarding the scheme so that the school's actions are in line with the best possible advice;
- ensuring that the Senior Leadership team is kept up to date with any development affecting the scheme or actions arising from it.
- making sure the governors, staff, visitors, contractors, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

The Headteacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

**Commissioned Services (buying in services)**

As a school we are increasingly responsible for the purchase of goods and services. We work closely with the local authority on procurement to ensure that equality issues are given due regard. When buying goods from external suppliers we ask the following questions to ensure that equality issues are considered:

- Could the procurement affect the duty to eliminate discrimination and harassment and promote equality of opportunity?
- If so do we need to include some equality requirement within the contract?

We ensure that contract conditions require contractors and sub-contractors to comply with the relevant legislation and with our equality policy.

### **Staff**

We comply fully with legislation which protects our staff from discrimination based on the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, gender and sexual orientation). We make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We will make efforts to ensure that the diversity of our workforce reflects that of our community and wider society. In accordance with the Equality Act 2010 we will not enquire about the health of an applicant until after a job offer has been made.

We work hard to ensure a healthy, safe and inclusive working environment. As such we will take seriously and act on any incidents of harassment and discrimination.

All staff have read and signed copies of the Equality Policy.

All staff have equal access to a rolling programme of Professional Development and training opportunities in terms of professional responsibilities as well as statutory requirements in relation to equality and cohesion and will follow the guidance of the Equality Scheme.

### **Access Plan**

St Mary's CE Primary School is a new, purpose built Primary school and is therefore fully accessible to all. There are disabled parking spaces, the school is on 1 level and there are disabled toilets as well as a fully furnished hygiene room.

### **Publication of equality information and objectives**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty through our equality objectives plan.

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Signed: ..... Chair of Governors

Date: .....

## **Equality objectives 2019 – 2020 - reviewed**

*Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; GR = Gender Reassignment; MC = Marriage/Civil Partnership; P = Pregnancy and Maternity*

**The purpose of this action plan is to demonstrate how we as a school will fulfil our duty under the Equality Act 2010 by:**

1. Advancing Equality of Opportunity between people who share and protected characteristic and people who do not
2. Foster good relations between people who share a protected characteristic and those who do not
3. Eliminate unlawful discrimination, harassment and victimisation as defined by the Equality Act 2010

Objective	Actions	Success criteria	Protected Characteristic									Responsibility	Timescales	Review	
			R	D	G	R B	P	A	S O	G R	M C				
Review, update and publish equality objectives in line with the Equality Act 2010.	Publish scheme on website and share with staff and Governors.	All members of the school community are aware of and actively support the Equality Scheme	x	x	x	x	x	x	x	x	x	x	Deputy Headteacher	Annually	✓
Continue to identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x			x							Headteacher	Ongoing	✓ No incidents to report over the last 12 months
Continue to record and respond appropriately to all cases of harassment or bullying, including those of a racial or homophobic nature.	Follow current procedures	Students report that they feel safe knowing that incidents are dealt with effectively.	x	x	x	x			x	x	x		Headteacher	Ongoing	✓ None recorded over the past 12 months

Ensure that the behaviour policy continues to promote resilience and good behaviour for learning across the school.	Behaviour policy followed by all staff and regularly reviewed. Behaviour policy consistently followed by all staff. Staff training on Positive Handling and de-escalation.	Positive behaviour for learning leads to a measurable impact on engagement, attainment and progress.	x	x	x	x		x	x	x	x	SLT	Ongoing (training in Autumn Term 2018)	Behaviour continues to be excellent across the school.
Continue to analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis Pupil progress meetings Provision maps Child led Mentoring sessions and parents meetings	Through data analysis support is put in place to narrow any gaps in attainment.	x	x	x							SLT	Ongoing	Data analysis embedded – baseline assessments carried out Autumn term 2020 due to limited data available following Covid 19 school closure – analysis to follow
Continue to raise the attainment of SEN children	Identify underachievement and implement interventions swiftly. Review use of new B Squared assessment tool for children working out of year group.	Attainment for SEN children improved.		x								SENCO	Ongoing	Use of B squared embedded following training from TESS team. Interventions used effectively to address gaps in learning and underachievement.
Continue to provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	Assemblies celebrating religious and cultural festivals. Whole school book week focusing on stories from other cultures. RE Curriculum	Children and parents have greater knowledge and understanding of other cultures and religions.	x	x	x	x						Headteacher, RE co-ordinator	Ongoing	Multi-cultural book week Assemblies celebrating religious and cultural festivals RE curriculum reviewed and up to date

Provide opportunities to learn about and celebrate British Values and how they bring us together.	Review new curriculum maps to ensure there continues to be a breadth of opportunity to learn about British Values. Whole school 'Build a Country' week focusing on British Values. Celebrate significant events such as the Queen's birthday and Remembrance Day. Curriculum topics to include teaching on democracy and British history (PSHE & C and History curriculums) Use of Picture News in Key Stage and class worship	Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.	x								PSHE&C co-ord History co-ord British Values Lead SLT	Ongoing	Picture news used in class worship Build a Country week completed by all classes Further work on British values in the curriculum deferred to 2020-2021 due to Covid 19 school closure.
Ensure parents and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.	Publicise information on websites, on newsletter. Information provided on arrival as necessary			x							Headteacher Office staff	Ongoing	✓
Continue to develop innovative ways of communicating with parents and increasing their involvement in their children's learning and school life.	Tapestry (EYFS) Website Parent workshops Support and encourage parent volunteers Friday morning parent group Class Dojo Facebook page	Increased input from parents within the assessment process in Reception. Improved communication with parents. Parents report that they are satisfied with the methods of communication used by school (parent survey).	x	x							EYFS Leader Headteacher Office staff Pastoral team	Ongoing	Almost 100% sign up on class dojo Parent group established and meeting at local church (pre Covid 19 closure) Parent workshops for Reception class parents carried out during Autumn and first half of Spring term. Facebook used to share



																		and celebrate school stories
When necessary utilise the interpreter service to facilitate meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff (new starters) and class teachers to identify when an interpreter is required.	Smooth transition to school for EAL students.	x											Deputy Headteacher Pastoral team Class teachers	Ongoing	✓		
Continue to develop the induction programme for EAL students.	Identified TA to deliver induction programme to any new EAL students. Race to English Programme Liaise with EMAS team	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day.	x											Deputy Headteacher EAL TA	Ongoing	✓		
Specialist equipment and resources to be arranged as required for children with SEN and/or medical needs	Children are fully integrated into our school with necessary equipment and resources.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x										SENCO	Ongoing	✓ Equipment purchased include weighted neck pad, sensory resources and speech and language programme manuals		

Improve outcomes for children in EYFS with communication difficulties.	Continue to use Wellcomm as a baseline assessment tool and then to inform ongoing speech and language intervention programmes.	Children with communication difficulties make good progress in the prime area of communication during the reception year.		x								EYFS leader and staff	Initial assessments completed during baseline assessment period, interventions ongoing.	Wellcomm embedded in Reception and used effectively to identify children's needs and plan and deliver tailored intervention and support.
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**Equality objectives 2020 – 2021**

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Continue to identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x			x							Headteacher	Ongoing	
Continue to record and respond appropriately to all cases of harassment or bullying, including those of a racial or homophobic nature.	Follow current procedures	Students report that they feel safe knowing that incidents are dealt with effectively.	x	x	x	x				x	x	x	Headteacher	Ongoing	

Ensure that the behaviour policy continues to promote resilience and good behaviour for learning across the school.	Behaviour policy followed by all staff and regularly reviewed (Spring 2021). Behaviour policy consistently followed by all staff.	Positive behaviour for learning leads to a measurable impact on engagement, attainment and progress.	x	x	x	x		x	x	x	x	SLT	Ongoing (training in Autumn Term 2018)	
Continue to analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis Pupil progress meetings Provision maps Child led Mentoring sessions and parents meetings	Through data analysis support is put in place to narrow any gaps in attainment.	x	x	x							SLT	Ongoing	
Continue to raise the attainment of SEN children	Identify underachievement and implement interventions swiftly. Identify training for TAs which will further enhance provision for children with SEND. Review use of B squared and identify alternative assessment systems which may be more suitable/ensure B squared is being used effectively and consistently	Attainment for SEN children improved.		x								SENCO	Ongoing	
Continue to provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	Assemblies celebrating religious and cultural festivals. Whole school book week focusing on stories from other cultures. RE Curriculum	Children and parents have greater knowledge and understanding of other cultures and religions.	x	x	x	x						Headteacher, RE co-ordinator	Ongoing	

<p>Provide opportunities to learn about and celebrate British Values and how they bring us together.</p>	<p>Review new curriculum maps to ensure there continues to be a breadth of opportunity to learn about British Values. Cultural capital audit of curriculum and action plan developed. Whole school 'Build a Country' week focusing on British Values. Celebrate significant events such as the Queen's birthday and Remembrance Day. Curriculum topics to include teaching on democracy and British history (PSHE &amp; C and History curriculums) Continue use of Picture News in Key Stage and class worship</p>	<p>Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.</p>	<p>x</p>									<p>PSHE&amp;C co-ord History co-ord British Values Lead SLT</p>	<p>Ongoing</p>	
<p>Ensure parents and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.</p>	<p>Publicise information on websites, on newsletter. Information provided on arrival as necessary</p>			<p>x</p>								<p>Headteacher Office staff</p>	<p>Ongoing</p>	

Continue to develop innovative ways of communicating with parents and increasing their involvement in their children's learning and school life.	Tapestry (EYFS) Website Parent workshops Support and encourage parent volunteers Friday morning parent group Class Dojo Facebook page	Increased input from parents within the assessment process in Reception. Improved communication with parents. Parents report that they are satisfied with the methods of communication used by school (parent survey).	x	x								EYFS Leader Headteacher Office staff Pastoral team	Ongoing	
When necessary utilise the interpreter service to facilitate meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff (new starters) and class teachers to identify when an interpreter is required.	Smooth transition to school for EAL students.	x									Deputy Headteacher Pastoral team Class teachers	Ongoing	
Continue to develop the induction programme for EAL students.	Identified TA to deliver induction programme to any new EAL students. Race to English Programme Liaise with EMAS team	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day.	x									Deputy Headteacher EAL TA	Ongoing	
Specialist equipment and resources to be arranged as required for children with SEN and/or medical needs	Children are fully integrated into our school with necessary equipment and resources.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x								SENCO	Ongoing	

<p>Ensure remote learning procedures are accessible for all students.</p>	<p>Review provision regularly to ensure it meets the needs of all pupils. Liaise with pupils and parents to ensure maximum engagement with remote learning when needed. Provide equipment as required.</p>	<p>Children able to continue with learning even whenS isolating at home due to Covid 19.</p>		x									SENCO	Autumn term 2020	
<p>Improve outcomes for children in EYFS with communication difficulties.</p>	<p>Continue to use Wellcomm as a baseline assessment tool and then to inform ongoing speech and language intervention programmes. Take part in the NELI early language intervention programme.</p>	<p>Children with communication difficulties make good progress in the prime area of communication during the reception year.</p>		x									EYFS leader and staff	Initial assessments completed during baseline assessment period, interventions ongoing.	