



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

"St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences."

School Equality Scheme & Action Plan

This policy is GDPR compliant.

Date of issue: February 2021

Last reviewed/adopted: February 2021 (Ethos Committee)

Next review date: Autumn 2021

Signed: _____

Date: _____

Vision and Values

With a whole-hearted commitment to putting our Christian faith and spiritual development at the heart of St Mary's, we aim to actively encourage our children to become caring, hardworking, creative and interesting citizens of the future.

- We offer equal opportunities to all members of our school communities.
- We value all parties' opinions in decision making.
- We value the contributions of all stakeholders to continually improve standards.
- We value the community and continue to build upon strong relationships.

Achieving equality throughout our schools is a fundamental part of our ethos. We recognise that we have to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties in accessing our facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical needs; who exhibit challenging behaviour and who come from minority ethnic

Our Golden Rules are:-

- Care about each other
- Care about our School
- Always do your best
- Care about yourself

School Context

The characteristics of our school. A brief description of our school and staff (February 2021):

Characteristic	Total	Breakdown
Number of pupils	199	55% Female (109) 45% Male (90)
Number of staff	37	97% Female (37) 3% Male (1)
Number of governors	16	62.5% Female (10) 37.5% Male (6)
Religious character		Church of England

Significant partnerships, community services, extended provision, special units		BASH (Berkhamsted schools' partnership) St Mary's School Association HCC SpLD Resource Base (Thomas Coram) Herts Music Service Dacorum Education Support Centre (DESC) St Mary's Church, Northchurch Sunnyside Rural Trust Game On, Ross and Andy's sports clubs St Mary's Pre-school Breakfast and Afterschool clubs
Mobility of school population		Low
Average attendance rate		96%
Free school meals	8	4%
SEN	25	13%
EHCP pupils	2	2%
BME pupils	9	5%
BME staff	2	5%
Pupils who speak English as an additional language	3	2%

Legal Background

We are committed to meeting the 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 Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected

characteristics. The protected characteristics for the schools' provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (staff only)

Disability

Each of our schools implements an accessibility plan which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the schools' efforts to provide a broad, balanced curriculum.

Roles and Responsibilities

Chain of accountability

We operate equality of opportunity in our day-to-day practice.

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

The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Our equality scheme will be aligned with our School Improvement Plan. Its implementation will be monitored within each school's self-evaluation and other review processes.

We will publish information annually to convey how effectively the policy is being implemented. Equality information will be available on our websites.

The governing board will:

- provide leadership and drive for the development and regular review of our equality scheme
- provide appropriate role models for all managers, staff and pupils
- use its power to nominate governors to ensure its composition reflects the community it serves

- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the school communities annually, together with a summary of the action to be taken, as and when appropriate.

The governing board expects all members of our school communities to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, appropriate action will be taken.

The Headteacher and Senior Leadership Team (SLT) will:

- Ensure a culture exists which celebrates diversity, equality and achievement
- Initiate and oversee the development, regular review and implementation of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- 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
- 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 prejudice-related incidents
- Ensure that we carry out our statutory duties effectively
- Comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

Our staff will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of our equality scheme
- Provide a consistent response, e.g. bullying cases and prejudice-related incidents
- Contribute to the implementation of our equality scheme

Our pupils will:

- Show respect for all staff and pupils in the spirit of the equality policy and scheme
- Support the school's policy on anti-bullying and prejudice-related incidents
- Celebrate the many differences we have in our school community and in the community beyond school
- Report any concerns they have about members of the school community being treated unfairly to an adult
- Be consulted when the policy is reviewed – primarily through responses during PHSE sessions

Our parents and carers will:

- Support our ethos of equality for all
- Contribute to the consultation and review process
- Show respect for all staff and pupils
- Support celebrations of the diversity within our school community and beyond by, for example, attending events
- Report any concerns regarding non-adherence to our equality scheme

Engagement – Participation and Involvement

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the schools' approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in published information showing how the duty has been addressed.

Using Information – Equality Impact Assessments, data and other information.

Equality Impact Assessments help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). Equality Impact Assessments help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct pupil voice activities and monitor playtime and lunchtime incidents.

Our School's Equality Objectives from 2021

Our equality objectives are taken from areas which the school has identified as a priority. They are specific, measurable, achievable, relevant and time-limited and will be set at least every four years.

The areas identified as priorities are:

1. To continue to use assessment and tracking procedures to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
2. To focus on better than expected progress for all, identifying at risk pupils from any group.
3. To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
4. To ensure the school environment is as accessible as feasibly possible to pupils, staff and visitors.
5. To ensure that all pupils make good progress based on their individual starting points by providing support measures identified through effective tracking and monitoring of groups of pupils and challenging expectations of limited/poor performance for particular groups or individuals.
6. To improve pupils' understanding of the individuals' characteristics listed in the Equality Act.
7. To ensure all pupils engage and achieve, receiving the education to enable them to develop into active and responsible citizens who will contribute effectively to society.

Action Plan

Objective	Action Required	Target Date	Responsible	Resources	Monitoring	Success Criteria	Evaluation
To continue to use assessment and tracking procedures to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.	Identify pupils and groups using SIMS	On-going	SLT	SIMS	Calendar of PPMs	All children make at least expected progress, relative to their starting points Staff intervene rapidly and effectively where pupils/groups are not making expected progress	
	Have effective systems for regular tracking of these pupils'/groups' achievement (PPMs, Provision Maps etc)	Half termly	SLT/teacher	Meeting time	Monitoring/Evaluation Schedule		
	Act swiftly if any negative trends identified	On-going	Teachers		Staff meetings/KS meetings		
To focus on better than expected progress for all, identifying at risk pupils from any group.	Know who the 'at risk' pupils from any group are	On-going	SLT/teacher	SIMS	Assessment data reports	Any children at risk of not making at least expected progress are identified and action is taken to accelerate progress Staff set aspirational targets for all pupils	
	Use effective monitoring systems to track their progress	Half termly	SLT/teachers	Meeting time CPD	Monitoring/Evaluation Schedule Intervention folders		
To review levels of parental and pupil	Use Parent Questionnaire and	Annual in November	HoS	Meeting time	Questionnaire responses	Parents are engaged in	

<p>engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</p>	<p>Parent Reps to survey parents' opinions</p> <p>Promote Parent Forum to improve ability to reach all families</p> <p>Ensure effective communication and partnership with parents to support learning and wider school life</p>	<p>Termly meetings</p> <p>On-going</p>	<p>SLT/GB</p> <p>SLT/Admin</p>	<p>Electronic communications systems</p>	<p>Calendar PF minutes</p> <p>Letters, emails, PC notes, newsletters, parent events</p>	<p>supporting the school and their children's learning</p> <p>Parent turnout at school events is high</p> <p>Parents feel involved and integrated in school life</p>	
<p>To ensure that all pupils make good progress based on their individual starting points by providing support measures identified through effective tracking and monitoring of groups of pupils and challenging expectations of limited/poor performance for particular groups or individuals</p>	<p>Effective tracking and monitoring of groups of pupils</p> <p>Accurate Provision Maps: early identification, timely intervention, monitoring and evaluation</p>	<p>On-going</p> <p>On-going</p>	<p>All, SLT</p> <p>All, SLT, SENCO</p>	<p>Meeting time</p> <p>Meeting time, INSET, effective provisions</p>	<p>Staff meeting rota</p> <p>Staff meeting rota INSET programmes</p>	<p>Children at risk of not achieving at least age related expectations are identified quickly, supported effectively and monitored closely to ensure they achieve as best as they are able</p>	<p>Governing Board Standards Committee</p> <p>SEN Link Governor</p>

<p>To improve pupils' understanding of the individuals' characteristics listed in the Equality Act.</p>	<p>Promote use of JIGSAW resources with parents and continue to review coverage of the PSHE programme</p> <p>Termly focus week on Kool to be Kind (Anti-bullying Week)/friendship/ differences</p> <p>Visits to a wide range of places of worship.</p> <p>Invitations to faith groups to visit the school, in order to support the RE curriculum.</p>	<p>Annually Termly</p> <p>Termly</p>	<p>SLT, PSHE Co-ordinator</p> <p>SLT, PSHE Co-ordinator</p>	<p>Meeting time</p> <p>Resources</p>	<p>Staff meeting rota</p> <p>Calendar Planning Displays</p>	<p>Children show greater empathy and understanding to people with different characteristics (as listed in the Equality Act) to themselves</p>	<p>Headteacher's report to Governors</p> <p>Governor visits</p> <p>Pupil focus group</p> <p>Governing Board Ethos Committee</p>
<p>To ensure all pupils engage and achieve, receiving the education to enable them to develop into active and responsible citizens who will contribute effectively to society.</p>	<p>Organise programme of workshops and coffee mornings to engage parents in their children's learning</p>	<p>Termly</p>	<p>SLT</p>	<p>Resources</p>	<p>Analysis of attendance at parent workshops and coffee mornings</p>	<p>Parents are given the tools and means to support their children's educational needs resulting in increased pupil achievement</p>	<p>Governing Board Ethos Committee and via Governor visit reports</p>