



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

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

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 differences.

School Equality Scheme & Action Plan

This policy is GDPR compliant.

Date of issue: November 2023

Last reviewed/adopted: November 2023 (Full Governing Board)

Next review date: Autumn 2024

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 equity throughout our school 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 backgrounds.

School Context

The characteristics of our school. A brief description of our school and staff (November 2023):

Characteristic	Total	Breakdown
Number of pupils	215	50.6%Female (109) 49.4% Male (106)
Number of staff	38	95% Female (36) 5% Male (2)
Number of governors	12	75% Female (9) 25% Male (3)
Religious character		Church of England

Significant partnerships, community services, extended provision, special units		BASH (Berkhamsted schools' partnership) St Mary's School Association Herts Music Service Dacorum Sports Partnership Dacorum Education Support Centre (DESC) St Mary's Church, Northchurch Northchurch Baptist Church Sunnyside Rural Trust Game On, Ross and Andy's sports clubs Berkhamsted Hockey Club Berkhamsted Tennis Club
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		St Mary's Pre-school Breakfast and Afterschool clubs St Albans Teaching Hub
Mobility of school population		Low
Average attendance rate		95.8%
Free school meals	18	9% (based on statutory school age)
SEN	30	14%
EHCP pupils	2	1%
Racial and ethnic minority pupils	17	8%
Racial and ethnic minority staff	3	8%
English as an additional language pupils	17	8%

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 breastfeeding

- Religion and belief
- Sexual orientation
- Marriage and civil partnership (staff only)

Disability

Our school implements an accessibility plan which is aimed at:

- enabling disabled pupils to participate fully in the curriculum through adaptations and reasonable adjustments
- 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

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.

The Governing Board will:

- provide leadership and drive for the development and regular review of our equality scheme
- actively seek out new 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

The Governing Board expects all members of our school community 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 staff are trained as necessary to carry out the policies
- Provide appropriate role models for all staff and pupils
- Highlight good practice from, staff, governors, visitors and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents following agreed policies and procedures, e.g. peer-on-peer abuse 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 senior leaders 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
- Ensure a consistent response to incidents following agreed policies and procedures, e.g. peer-on-peer abuse 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
- 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

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 – Data and Other Information

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 2023

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 use assessment and tracking procedures to monitor and analyse pupil achievement of specific vulnerable groups and act upon any trends or patterns in this data that require additional support for pupils.
2. To monitor & improve levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
3. To continue to ensure the school environment is as accessible as feasibly possible to pupils, staff and visitors.
4. 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 (making use of the Equality and Diversity Training staff undertook in autumn 2023)
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 & Annual Progress Review November 2023

Objective	Action Required	Target Date	Responsible	Resources	Monitoring	Success Criteria	Annual Progress Review – Autumn 2024
1.To use assessment and tracking procedures to monitor and analyse pupil achievement of specific vulnerable groups and act upon any trends or patterns in this data that require additional support for pupils.	<p>Identify pupils and groups using ARBOR</p> <p>Have effective systems for regular tracking of these pupils'/groups' achievement (PPMs, Provision Maps etc)</p> <p>Act swiftly if any negative trends identified</p>	<p>On-going</p> <p>Half termly</p> <p>On-going</p>	<p>SLT</p> <p>SLT/teacher</p> <p>Teachers</p>	<p>ARBOR</p> <p>Meeting time</p> <p>PPMs</p>	<p>Calendar of PPMs</p> <p>Monitoring/ Evaluation Schedule</p> <p>Staff meetings/KS meetings</p>	<p>All children make at least expected progress, relative to their starting points</p> <p>Staff intervene rapidly and effectively where pupils/groups are not making expected progress</p>	<p>Children in identified groups in EYFS and KS2 are making the same progress as their peers</p> <p>In classes where this is not the case (current Year 3)Targeted Interventions (both planned and spot) delivered to identified groups and impact monitored</p>

2.To monitor & improve levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	Use Parent Consultations to survey parents' opinions	Annual in November	Headteacher	Year 6 pupils to deliver questionnaire	Questionnaire responses	Parents are engaged in supporting the school and their children's learning	Parental feedback sought via: Parent Forum, Google Forms, Well-being survey
	Promote Parent Coffee mornings/afternoons to improve ability to reach all families	Termly meetings	SLT/GB	Not done - Spring 2024?	Calendar PF minutes	Parent turnout at school events is high	Parental feedback is overwhelmingly positive (see Thank You board and admission numbers)
	Ensure effective communication and partnership with parents to support learning and wider school life	On-going	SLT/Admin	Arbor, Class emails, social media	Letters, emails, PC notes, newsletters, parent events	Parents feel involved and integrated in school life	Number of parents volunteered to be involved in school life as readers, gardeners etc
	Offer a range of meeting/event times (school day and evening) and both virtual and in-person						Parent view sought via GooglePolls and at parent meetings
3. To continue to ensure the school environment is as accessible as feasibly possible to	Monitor school environment ensuring it is 'fit for purpose' and meets the needs of the whole school community	Termly H and S committee walks	HT	Meeting time	Resources committee minutes	The school is accessible to all pupils, staff and visitors	School is currently 'fit for purpose' for the needs of current cohort of students, staff and visitors
		Quinquennial report (2021)	Site Manager Health and Safety Governor	Premises budget Capital budget	Site Manager workbook		

pupils, staff and visitors.					Maintenance and service records (Lift, fire, gates)		<p>Adaptations made to ensure a child with life-threatening allergies can attend reception</p> <p>Adaptations made to ensure a child with severe visual impairment is able to negotiate both the Reception and wider school environment with confidence</p> <p>Co-production with parents with specific needs who have been involved in auditing and implementing adaptations including site audit, allergy training and anaphylaxis training</p>
4.To ensure that all pupils make good progress based on their individual starting points by providing support	<p>Effective tracking and monitoring of groups of pupils</p> <p>Accurate Provision Maps with clear</p>	<p>On-going</p> <p>On-going</p>	All, SLT	<p>Meeting time</p> <p>Meeting time, INSET,</p>	<p>Staff meeting rota</p> <p>Staff meeting</p>	Children at risk of not achieving at least age related expectations are identified quickly, supported	This continues to be an area of focus and interventions focus on rapidly developing reading fluency for those

measures identified through effective tracking and monitoring of groups of pupils and challenging expectations of limited/poor performance for particular groups or individuals	targets:: early identification, timely intervention, monitoring and evaluation		All, SLT, SENCO	effective provisions	rota INSET programmes	effectively and monitored closely to ensure they achieve as best as they are able	children who most need it. Reading Fluency Project introduced in Year 3. Extensive work has gone into developing, tracking and measuring the impact of precision interventions
5. To improve pupils' understanding of the individuals' characteristics listed in the Equality Act. (making use of the Equality and Diversity Training undertaken by staff in Autumn 2023)	Promote use of JIGSAW resources with parents and continue to review coverage of the PSHE programme Termly focus week on Cool to be Kind (Anti-bullying Week)/friendship/ differences Visits to a wide range of places of worship. Invitations to faith groups to visit the school, in order to	Annually Termly Termly	SLT, PSHE Co-ordinator SLT, PSHE Co-ordinator	Meeting time Resources	Staff meeting rota Calendar Planning Displays	Children show greater empathy and understanding to people with different characteristics (as listed in the Equality Act) to themselves	JIGSAW now firmly embedded and children more aware of protected characteristics 2023 'Cool to be Kind' focus on 'Make a Noise About Bullying' Provision of school books has been audited and more diverse representation now more evident. Active teaching of diversity and move away from Black

	<p>support the RE curriculum.</p> <p>Review curriculum coverage to ensure that all groups are represented in more than a tokenistic/stereotypical light</p>						<p>History month to focus on representations in the wider curriculum. Rainbow Awareness.</p> <p>Classroom focus on range of representations so that all children can 'see' themselves.</p> <p>Curriculum continues to be reviewed to ensure a broad range of representations</p>
6. 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.	Organise programme of workshops and coffee mornings to engage parents in their children's learning	Termly	SLT	Resources	Analysis of attendance at parent workshops and coffee mornings	Parents are given the tools and means to support their children's educational needs resulting in increased pupil achievement	<p>Workshops and parent meeting resumed</p> <p>Curriculum coverage audited and adaptations made</p> <p>Workshops/visitors actively sought to enable pupils to receive a broad,</p>

							<p>balanced and diverse curriculum</p> <p>Citizenship developed through: Fiver Challenge, School Council, Environmental Team</p> <p>Visits to Shaftesbury Court and fundraising activities</p> <p>Curriculum drivers:</p> <p>Ambition for All</p> <p>World Citizens</p> <p>Respectful Communicators</p> <p>Resilient Individuals</p> <p>Environmental Advocates</p>
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