

# St John's C of E Primary School

## Equality Policy 2018

- 1 Vision and values
- 2 School Context
- 3 Legal Background
- 4 Roles and Responsibilities and Publishing of Information
- 5 Engagement – Participation and Involvement
- 6 Using Information – Equality Impact, Assessments, Data and other information
- 7 Our School's Equality Objectives

### 1. Vision and Values

Our equality vision and the values that underpin school life are based upon the following principles.

#### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as being of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion, belief or faith background
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

### **Principle 8: We base our practices on sound evidence**

We comply with the Public Sector Equality Duty (PSED) set out in section 149 of the Equality Act 2010 and the Equality Act (Specific Duties) Regulations 2011 and we will keep under review our Equality Policy and action plan. We will publish our policy and objectives on the school website [www.stjohns561.herts.sch.uk](http://www.stjohns561.herts.sch.uk) .

### **Principle 9: Objectives**

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We will keep our equality objectives under review and update our action plan every two years.

## **2. The characteristics of our school**

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown and %</b>
Number of pupils - male	56	54%
Number of pupils - females	48	46%
Number of staff – male	3	16%
Number of staff – female	16	84%
Number of Governors – male	5	45%
Number of Governors – female	6	55%

Religious character	C of E	Church of England
Attainment on entry	Average	
Mobility of school population	16.5	
Pupils eligible for free school meals	0	Jan 2017 (Pupil Premium x3 pupils)
Deprivation factor	0.10	40 <sup>th</sup> Percentile
Disabled pupils	1	1%
Disabled staff	0	0%
Educational Needs (SEN/Learning Difficulties & Disabilities LDD)	14	13%
Black and minority ethnic (BME) pupils	9	9%
BME staff	1	1%
Pupils who speak English as an additional language	5	5%
Average attendance rate	97.19%	Sept 2017-January 2018
Significant partnerships, extended provision, etc		Breakfast Club 7.45am – 8.35am daily After Sch Club 3:15pm – 6:00pm daily Nurture Group 2x weekly Linked with Howe Dell Children's Centre St John's Church Hertfordshire Small Schools Network (Head is on Steering Committee) WGC School Family Workers WGC Schools Sports Partnership HfL WGC/Hatfield Head's Consortium
Awards, accreditations, special status		Ofsted Good Provision June 2014 Artstmark Gold June 2017

### **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 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 unfair 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 information showing compliance with the Public Sector Equality Duty (PSED) set out in section 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 people from unfair discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (except children and young people under the age of 18 years)
- disability
- ethnicity and race
- gender
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

### Disability

At St John's School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools 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 school's efforts to provide a broad, balanced curriculum. Our curriculum includes opportunities to learn about and make links with the local community, with other communities in Britain, for example through day and residential trips to contrasting localities, and with communities abroad, for example through our links with a variety of charities but particularly our close relationship with Harpenden Spotlight on Africa.

## **4. Roles and Responsibilities and Publishing of Information**

### **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**

The Headteacher retains overall responsibility for ensuring that the action plans delivered effectively. Every year there will be a report on equality and diversity to the Governors' Premises Committee. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key Person</b>
Single equality scheme	Mandy Evans - Headteacher
Disability equality (including bullying incidents)	Amy Gammon - SENCo
SEN/LDD (including bullying incidents)	Amy Gammon - SENCo
Accessibility	Mandy Evans - Headteacher
Gender equality (including bullying incidents)	Mandy Evans - Headteacher
Race equality (including racist incidents)	Mandy Evans - Headteacher
Equality and diversity in curriculum content	Gemma Kennedy - Curriculum Lead/Dept Head
Equality and diversity in pupil achievement	Mandy Evans - Headteacher
Equality and diversity – behaviour and exclusions	Mandy Evans - Headteacher
Participation in all aspects of school life	Mandy Evans - Headteacher
Impact assessment	Mandy Evans - Headteacher
Engagement /Stakeholder consultation	Mandy Evans - Headteacher
Policy review	Mandy Evans - Headteacher
Communication and publishing	Karen Willson - School Office

### **Commitment to review**

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

### **Publishing Information**

We will publish information relating to equality on the school website: [www.stjohns561.herts.sch.uk](http://www.stjohns561.herts.sch.uk) . Paper copies will be available from the school office.

### **Commitment to action**

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- 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
- Provide appropriate role models for all staff and pupils
- Recognise examples of good practice from the school and among individual staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- 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)

The Headteacher and senior staff will:

- 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
- 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
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

All staff, teaching and non-teaching, 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 the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

The school operates equality of opportunity in its day to day practice in the following ways:

#### Teaching and learning

- We aim to provide an appropriate curriculum for all pupils and 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 and encourages pupils to explore bias and to challenge prejudice and stereotypes.
  - Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Members of staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities.
  - The teacher, in collaboration with the SENCO, will take positive steps to ensure no group or individuals are marginalised.
  - Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are reviewed every term to ensure equal opportunity for all groups.
  - Teaching styles include collaborative learning so that pupils appreciate the value of working together and all pupils are encouraged to question, discuss and collaborate in problem solving tasks.
  - Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.
  - Work experience providers and volunteers are expected to be able to demonstrate their commitment to equal opportunities and race equality.

### Admissions and exclusions

- The school's admission process is fair and equitable to all pupils
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in the pupil data forms issued annually to all parents.

### Equality and staff

- We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from unfair discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.
- With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes unfair discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

- We will ensure the safety and well-being of our staff and act on incidents of harassment and unfair discrimination, recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents.
- We will tackle unfair discrimination and bullying and report and record all forms of prejudice related incidents, for example racism, homophobia, negative views of disabled people or sexism.

## **5. Engagement**

### **Involving our learners, parents/carers and others**

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 school’s approach, such as disability equality groups and other relevant special interest organisations.

## **6. Using information**

### **Evaluating the impact in terms of the outcomes**

- We will collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We will analyse assessment data using our own software and Assess School Performance (ASP – government replacement for RaiseOnline) to monitor the achievement of different groups of pupils.
- We will also value more qualitative information which may be given to us through a variety of mechanisms, such as surveying the opinions of pupils and parents through annual questionnaires.

## 7. Our School's Equality Objectives

### Equality Objectives Action Plan 2018-20

Making Progress on Equality Issues

Equality Objectives	Protected Characteristic	Action	Responsibility for monitoring	Measurable success Indicator	Timing	Achieved/ next steps
To publish and promote the Equality Plan to all stakeholders	All	All stakeholders to have access to the Equality Plan	Head teacher /leadership team	Stakeholders to have the opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	Published by Feb 2018  Evaluation ongoing	
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	All	Staff to be aware of any patterns/ trends and support any changes to facilitate improvements.  Governing Body to discuss with School Improvement Committee and SLT.	SLT Gov Body	Achievement for equality groups are at or above national average and where there are gaps these are narrowed through effective monitoring and intervention. <i>*NB Small cohorts may give a biased slant to data but all data is scrutinised and assessed for improvement</i>	Termly	
To ensure that displays and resources in classrooms and in corridors promote and reflect diversity in terms of race, gender and disability.	All	All staff to ensure that diversity is promoted through planned use of resources and displays which show diversity of gender, race and disability.	Class teachers	More diversity is reflected in school displays and materials for lessons across all classes.	Ongoing	

Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school.	All	Clubs and all activities are offered to all pupils/ groups.	SLT/ school staff	All school events, wherever possible have pupils from all groups participating, with monitoring of groups where there is less up-take (clubs etc)	Ongoing	
To identify, respond and report racist incidents as outlined.	Race equality duty	Head to report any incidents to Governors termly. Staff take swift and appropriate action if incidents occur in accordance with guidance. Parents are informed.	SLT, school staff and sports coaches.	Governors have clear knowledge of number and severity of any incidents.  Staff respond consistently to guidelines.  Parents feel happy with how school deals with any incidents.	Ongoing	
To ensure any pupils with disability are actively involved in school activities e.g. clubs.  To ensure there is effective transition between classes and between schools, as needed.	Disability equality duty	Staff to ensure that after school activities are available to any child with a disability.  Class teachers to meet with parents and pupils to manage any relevant issues at the beginning of the year and termly to ensure ongoing needs are addressed.	Class teachers/ staff	Pupils with disabilities are engaging with extra-curricular activities.  Transitions are smooth and supportive to all pupils and particularly those with disabilities.	Ongoing	

<p>To learn about and celebrate cultural events throughout the year to increase pupil awareness of different communities</p>	<p>Community cohesion</p>	<p>Ensure the curriculum offers a diverse perspective on many different cultures through organising special activities to celebrate them.</p> <p>Ensure a programme of visits from different groups to broaden and enhance children's understanding of local national and global communities</p>	<p>SLT, RE lead, school staff.</p>	<p>The curriculum includes regular opportunities to celebrate diverse cultures.</p> <p>A programme of visits/visitors is planned and implemented.</p>	<p>Ongoing</p>	
--	---------------------------	--	------------------------------------	---	----------------	--

Approved by the Governing Body January 2018