



St Lucia's CE Primary School

Single Equality Scheme 2019/20

At St Lucia's C of E Primary school we strive to ensure and promote equality and diversity in our school community. We believe the issue of equality is the responsibility of everyone within the school community.

In accordance with our school aims we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age

The Aims of our School

The aims, agreed by Governors, are set out below:

We have a happy school in which we work to ensure children enjoy their time with us.

As a Church School:

- We foster Christian values, including caring, tolerance, respect and forgiveness within our school community and beyond.
- We enable our children to become confident, responsible, independent and highly motivated individuals.
- We promote equal opportunities for all.
- We provide equal opportunities for all.

- We provide children with the knowledge, skills and attitude to strive for academic excellence.
- We support and challenge members of our school community to achieve their full potential.

The School Community

To enable us to meet the needs of our school community we recognise the importance of being aware of who makes up that community so we can understand and consider equality and access for all.

St Lucia's is a predominately a White British school. As a Church School we serve a mainly Christian catchment. We ensure that knowledge of the religious and ethnic background of our population is updated annually or on arrival of new members of the school.

We currently have 3% of children in receipt of free school meals and 10% of children on the SEN register.

There are currently no disabled children within the school. As a School we recognise the definition of disability in the Disability Discrimination Act (1995) as: Someone with physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

We also ensure that the scheme covers the statutory requirements outlined in the EYFS Statutory Framework

Responsibilities

One named governor Mrs Greenaway takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- 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:

- 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, **Mrs Sarah Woolley**, is responsible overall for dealing with reports of prejudice-related incidents.

Publication and review

This Equality Scheme 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 request.

The scheme will be kept under regular review for three years.

The workplace

We are committed to valuing and supporting our staff to realise their full potential. Our commitment is through continuous professional development by means of training both within the school and externally. Open communication, involvement in decisions and communication help to share the school ethos and vision involves all staff and governors, helping us in making this policy fully effective.

As a school we ensure that all those involved in the appointments process has attended safer recruitment training. We fully abide by the Shropshire Guidance and Practice in the fair and equitable appointment of staff. No application will be treated differently regardless of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.
-

The School

Pupils' attainment and progress

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 will 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.

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.

The quality of provision - curriculum and other activities

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

All pupils participate in the mainstream curriculum of the school.

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 gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

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.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils related to religion and culture.

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

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

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 Shropshire 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.

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.

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.

We expect full-time attendance of Traveller and Gypsy pupils.

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. Parents with a disability or with learning difficulties will be able to access school's information and are offered support to do this.

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.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with the church, 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, the Diocese and Shropshire Council guidelines.

We will take steps to encourage people from under represented 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.

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

When new admissions join the school we will endeavour to find out information about their home language, background and culture. We will celebrate these differences and build them into our curriculum.

Equality Action Plan 2019-20

| Equality strand | Action | Success criteria | Person/ time scale |
|--------------------|--|---|--|
| All | Publish and promote the Single Equality Scheme (SES) through newsletter, governors meetings, staff meetings and school ethos | All members of the school community are aware of SES and schools commitment to scheme | HT Govs Staff Once ratified by Govs |
| All | Monitor and analyse pupil achievement and attainment by race, gender, disability, socio-economic background and SEN and act on trends in patterns that require additional support for pupils | Data analysed termly with staff Targeted support planned and evidenced | HT Govs Staff Termly |
| Race Equality Duty | Identify, respond and report racist incidents. Report figures to full governors and Local Authority on a termly basis | All incidents relating to race are recorded. Agenda item on Governors meetings termly LA guidance for reporting racist incidents followed | HT Govs Staff Termly |
| All | Monitor and collect data on attendance and participation in extended schools and after school activities by pupils to ensure provision is planned and targeted support given to involve all pupils regardless of race, | Data collated and analysed termly to ensure participation is representative of the school community | HT Govs Staff Termly |

| | | | |
|-----|---|--|--------------------------------|
| | gender, disability and socio-economic background | | |
| All | Provide reasonable means for children, their families and the wider community to take part in activities and develop links with people from different backgrounds and build positive relationships, including links with different schools and communities | Links with schools in UK and beyond within the academic year. Events and support for charities to raise awareness and tolerance within school. | |
| All | To ensure curriculum long term plans and medium term planning reflect diversity of United Kingdom and Wider World. Ensure through curriculum themes that children and families understand others and value diversity. School displays to reflect diverse nature of United Kingdom and wider World, whilst taking account of school community. | Review of Long term curriculum plan to reflect key events and themes which promote diversity and tolerance Displays to show diversity of community and beyond | Annually HT Gvs Staff |

Next Review April 2021