

St George's Primary School Single Equality Statement and Policy



**St George's
Primary School**

November 2017

Equality Statement

St George's Primary School is committed to equality.

In this respect:

- We aim to celebrate the differences in our community and ensure that our children have a RESPECT for the different local, national and global communities.
- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

St George's Primary recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. We are proud to be a member of the UNICEF community as a Right Respecting School Award holder.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED and National Framework on the importance of narrowing the gaps in achievement which affect in our school:

- Children with identified SEND needs
- Children from Ethnic minority backgrounds (less than 2% of children at St George's Primary)

We also recognised that children from low economic families disproportionately under perform in schools and aim to close this attainment gap.

We also monitor performance against:

- Gender
- Children from different ethnic and cultural backgrounds

Our School Context

St George's Primary School

Geographical Location

St George's Primary is located in the heart of Wallasey Village. It is largely a white British community.

Community Served (Including breakdown of school's students, staff and governors)

Figures are correct based on October 2017 Census

Pupils:

- 50.4% boy and 49.6% girls
- 94.8% stated they were White British
- 3.7% stated other race other than White British
- 1.5% refused/didn't respond
- 0 % asylum seekers
- % religious faiths represented (breakdown by faith):
- 1% muslim or other beliefs
- 34% stated christianity
- 65% no stated religion
- 17.5% Pupil Premium 0.2% Service Children
- 0.8% in care
- 8.8% SEND
- 1% disabled

As a primary school, we do not keep any figures on sexual orientation for pupils.

Staff:

We have 122 staff at the school.

- 8.2% Male 91.8% Female
- 96% white British.
- 4% Other
- 1.6% registered disabled

We do not keep any figures on religion or sexual orientation (in line with workforce census requirements).

School Outcomes

We monitor the impact of our work on different groups. We monitor the impact in a variety of ways including;

- **Attainment outcomes** are reported in our head teacher and Governing Body annual data reports
- **Progress reports** are reported in our head teacher and Governing Body annual data reports
- **Attendance data** is reviewed by the head teacher and published in the head teacher's annual report to Governors.
- **Extended Leave** is monitored by the head teacher and Governing Body.
- **Mobility Issues** are reported by the head teacher through the head teacher report.
- **Qualitative Surveys** are undertaken regularly by senior leaders. These happen at least termly through our 360 degree reviews.
- **Quantative surveys** are undertaken anonymously every two years with our partners at QDP. All findings are reviewed by the senior leadership team and the Governing Body.
- **Bullying and racist incident monitoring.** These are reported annually in the head teacher's report.

Participation

We aim to encourage participation in all activities, without discrimination. We review this through monitoring participation in:

- Out of School Learning (including supplementary schools)
- School Trips
- Extended School Activities
- **Parents' Evenings**

Incidents

We record all allegations of bullying (including homophobic language) and racist behaviour. These are reported annually in the head teacher's report.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have training and updates on equality.

All new staff have a full induction programme with a focus on equality expectations.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. **(Complete table as appropriate)**

Policy	Review Date
Anti Bullying	Last reviewed in September 2017
Safeguarding	Last reviewed in October 2017
Equal Opportunities	Last reviewed October 2017

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: disadvantaged groups, performance of white british boys, and there is extra provision for certain groups: through educational intervention, SEBD support, EAL support, as appropriate.

In our School there is curriculum coverage of equalities issues, particularly with regard to: gender, race and anti bullying issues including homophobic bullying.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: RESPECT behaviours work, PSHE curriculum, assemblies, pupil voice work, R.E and other enrichment activities and trips to promote a wider social, cultural experience.

In curriculum materials across all subjects, there are positive images of: different faiths, culture, foods, music, arts, texts etc.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services. Our school has a duty to make reasonable adjustments. In this respect we have ensured:

- Equality of access for all children regardless of physical disability. This has included extensive work on classrooms, corridors, toilets.
- Provide aids to ensure that all children are involved in social times through sitting aids in dining hall, medical support, additional adult support for social times.
- Ensured that children with language barriers are supported.
- Support with any dietary needs for children related to their religious beliefs.
- Grant leave for religious celebrations.
- Worked with groups such as bully busters and DARA on addressing equality issues such as racism and homophobia.
- If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.
- Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

How we Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

At St George's Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- School Council meetings (led by Assistant Head Teachers)
- Anonymous pupil surveys with our partners at QDP
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments. Led by SENDCO.
- Pupil engagement in auditing provision
- Pupil involvement in policy creation

At St George's Primary the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Regular meetings with union representatives
- Anonymous staff surveys with our partners at QDP
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Regular team meetings

At St George's Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Text to be inserted into communication with parents: "Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter."
- Feedback through Governing Body meetings
- Use our parents' forum termly.

The school's objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and reports to the Governing Body, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.

- Evaluates and review equality objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- Head Teacher and SENDCO are responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- Head Teacher and Business Manager are responsible for ensuring the specific needs of staff members are addressed
- Head Teacher and Deputy Head Teacher are responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium.
- Head Teacher is responsible for monitoring the response to reported incidents of a discriminatory nature
- Assistant Head Teachers are responsible for overseeing interventions (e.g. Pupil Premium). They report to SENDCO and head teacher.

Parents/Carers:

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually through updated policy.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.

- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

Objectives

This Scheme is supported by annually published equality objectives. These are details in:

- Curriculum Targets
- Attendance Strategy
- Review of incidents and behaviour records
- Exclusion figures reviews

Their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form
- Curriculum Targets and Data Reports
- School's Incident Report (annually to governors)