

# St Andrew & St Francis CE Primary School



## Equalities Policy

Chair of Governors	A.Frederick
Head teacher	J.Kelly
Date	September 2014
Review date	September 2016

## School policy statement on equality and community cohesion

At St Andrew and St Francis Church of England Primary School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued and a society in which similar life opportunities are available to all. This is fundamental to our ethos as a Christian school. We believe every single person is made in the image of God.

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognize that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement between pupils from certain cultural and ethnic backgrounds, from low-income households, who are disabled or have special educational needs and from boys and girls in certain subjects. Please also refer to our school policies on equality and diversity, EAL, community links, age discrimination, accessibility and special educational needs which outline specific equality issues.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Equality Act 2012 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

## Part 1: Information about the pupil population – the school context

No. of pupils on roll: 454 (as of Oct 2014 )

Pupils with Special Educational Needs (SEN) inc. Disability	
No SEN	383 ( 84.4% )
SEN Support	71 ( 15.6% )
Statement	1 (0.2% )

Gender	
Female	224 (49.3% )
Male	230 ( 50.66% )

Pupils from low-income background	
FSM	103 (22.7% )

Pupils with English as an additional language (EAL)	
EAL	198 (43.6% )

Religion and Belief	
Christian	259 (57%)
Muslim	163 (36%)
Hindu	20 (4.4%)
Sikh	1 (0.2%)
Jewish	1 (0.2%)
Other	1 (0.2%)
No religion	7 (1.5%)

<b>Ethnicity and Race ( categories recorded)</b>			
<b>Black or Black British – 127(27.9%)</b>		<b>Asian or Asian British – 121 (26.6%)</b>	
Caribbean heritage	57 (12.5%)	Indian heritage	31 (6.8%)
Nigerian heritage	14 (3.08 %)	Bangladeshi heritage	3 (0.6%)
Ghanaian heritage	3 (0.6%)	Pakistani heritage	37 (8.1%)
Somali heritage	32 (7%)	Other Asian heritage	36 (8%)
Other Black African heritage	21 (4.6%)	Afgan	14 (3.08%)
<b>Mixed –</b>		<b>White –</b>	
White and Black African heritage	11 (2.4%)	White British heritage	13 (2.9%)
White and Black Caribbean heritage	9 ( 2%)	Gypsy/Roma/Traveller	1 (0.2%)
Any other mixed background	24 (5.3%)	White Eastern European	24 ( 5.3%)
White + any other Asian background	8 (1.8%)	White Western European	3 (0.6%)
		Portuguese	28 (6.2%)
		Italian	5 (1.1%)
Any other Black Background	18 (4%)	White other	1 (0.2%)
<b>Any other ethnic group -36 (7.9%)</b>			

## **Part 2: Our main equality challenges (link to Part 6 – Action Plan)**

This is a summary of the issues that we are currently most concerned about. We are already developing strategies and activities to address some of these concerns. Details of the equality objectives to address these concerns are in Part 6 of this document (Equalities Action Plan).

- (1) To develop opportunities and provision for the more able pupils.

As part of the drive towards school improvement and sustained academic achievement, it is hoped that the number of children reaching Level 3 at the end of KS1 and Level 5 at the end of KS2 will increase through a range of planned opportunities and provision.

(2) To increase the achievement of, and provision for, children with SEN, in particular children with social, emotional and mental health needs.

(3)

The needs of this small group of children with special educational needs was identified in the summer term 2014. Increased parental contact, informally and through structured opportunities, was considered to be one of the most beneficial ways of supporting these children.

The methods by which the school intends to reach these objectives are listed on the Equalities Action Plan.

## **Part 3: How we have due regard for equality**

It is a requirement on all schools to meet the following three aims or needs of the 'general duty':

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

The information provided below aims to show that we give careful consideration to equality issues in everything we do in school:

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body is aware of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record will be kept in the minutes and papers of governing body meetings where appropriate.
- We try to keep an accurate record of the protected characteristics of our pupils and employees that are relevant to us.
- We have a school behaviour policy which incorporates our anti-bullying policy. We deal promptly and effectively with all incidents and complaints of bullying and harassment related to any of the protected characteristics. We keep a record of all such incidents and notify those affected of what action we have taken.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

Our awareness of the need for school to be a safe and non-discriminatory setting is further enshrined in the following policies:

- Admissions Policy
- Behaviour Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Whistleblowing Policy
- Teaching and Learning Policy

We also give due regard under the Equality Act 2010 to advance equality of opportunity and foster good relations. This includes steps to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **Disability**

We are committed to working for the equality of people with and without disabilities.

We advance equality of opportunity by:

- Providing equal access to all areas of the curriculum
- Providing additional support as and when it is appropriate
- Supporting disabled learners and staff by meeting their individual needs
- Taking steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- Carrying out an accessibility plan for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- Tracking and monitoring identified groups and their access and performance

We are fostering good relations and community cohesion by:

- Promoting the spiritual, moral, social and cultural development of all pupils through its curriculum and enrichment activities
- Providing an anti-prejudice curriculum which is incorporated into PSHCE, Citizenship and SEAL and which celebrates difference and diversity
- Enabling all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- Ensuring the curriculum has positive images of disabled people
- Providing policies, systems and procedures that promote tolerance and tackle prejudice eg. Behaviour and Anti-bullying Policy, Friendship Week.
- Focussing on the values of our school in clergy-led assembly that underpin our Christian ethos and promote community cohesion and embedding our Christian values in the daily life of the school
- Providing equal access to enrichment activities and clubs for pupils with SEND

What has been the impact of our activities? What do we plan to do next?

- St Andrew and St Francis has made great strides towards improving the outcomes for pupils with SEND. Each child's progress is carefully monitored each term and where required, additional support or adjustments to teaching are made to ensure they make progress.

### **Ethnicity and race (inc. EAL learners)**

We are committed to working for the equality of all ethnic groups. We are working particularly hard to ensure the gaps in attainment between different groups are reduced.

We advance equality of opportunity by:

- Monitoring the attainment and progress of targeted groups by ethnicity.
- Setting targets to improve the attainment and progression rates of particular groups of pupils.
- Identifying and addressing barriers to the participation of particular groups in learning and other activities.
- Developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- Involving parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- Linking groups, organizations and projects in the local community.

We are fostering good relations and community cohesion by:

- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- Providing all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- Ensuring that the curriculum challenges racism and stereotypes.
- Organising celebrations and special events such as international evenings.
- Taking part in events such as Black History Month.
- Ensuring the curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- Tackling any bullying or harassment on the basis of race, ethnicity and culture.

What has been the impact of our activities? What do we plan to do next?

- St Andrew and St Francis serves a very diverse community and this is celebrated regularly across the school in many ways. We have been successfully working on the OFSTED recommendation to build on children's own cultural backgrounds to develop their understanding of each other and themselves.
- We continue to refine and improve our interventions to continue our work on reducing the gap of underachievement.

## **Gender**

We are committed to working for the equality of women and men. The progress and attainment of boys and girls is monitored regularly. Boys and girls are consulted on issues that might affect their underachievement or wellbeing through the School Council, pupils questionnaires.

We advance equality of opportunity by:

- Monitoring the attainment of all pupils by gender.
- Monitoring the attendance of all pupils by gender.
- Breaking each gender category down into further refinements ie. 'which boys?' and 'which girls'.
- Setting targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Identifying and addressing barriers to the participation of boys and girls in activities.
- Ensuring young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

We are fostering good relations and community cohesion by:

- Ensuring we respond to any sexist bullying or sexual harassment in line with the school policies.
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

- Our work in this area has supported both genders. We have purchased books aimed at boys' interests and monitor book corners in each classroom and the library. Our football and netball teams are open to both boys and girls as are all our sports and enrichment activities.

## **Religion and Belief**

We are committed to equality for people based on their religion, belief and non-belief. Our school is a Church of England school based on Christian values and beliefs. Close links with two local churches have been established over the years and clergy support school mass and assemblies. As such, the majority ( %) of our pupils are of a Christian belief; however, we also have members of most of the other main world religions and those with no religion represented within the school. We therefore celebrate this aspect of diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief.



We advance equality of opportunity by:

- Through our RE curriculum we support pupils to build their sense of identity and belonging to a Christian community, while at the same time studying and looking at other religions and belief systems.
- Children of non-Christian backgrounds are allowed to not attend Church on Church days, as long as this is permission agreed between the parents and the Head.

We are fostering good relations and community cohesion by:

- Our curriculum in general, and specifically RE and PSHCE, support pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Our school values and ethos, along with the RE curriculum, enable pupils to develop respect for others and helps to challenge prejudice and discrimination.
- We hold special assemblies to mark the main religious festivals ie. Christmas, Diwali, Eid and we also visit local places of worship.
- We tackle any form of bullying based on religious discrimination.
- We tackle prejudices relating to racism and xenophobia, including those directed at particular religious groups and communities eg. anti-semitism, Islamophobia.

What has been the impact of our activities? What do we plan to do next?

- We have a clear set of values that underpins our ethos and every aspect of school life.
- Pupils and parents of different faith groups feel valued and respected.

## **Part 4: Consultation and engagement**

We aim to engage with and consult all pupils, staff, parents/carers so we can improve our awareness and information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Pupil questionnaires and focus groups
- Parent questionnaires
- Parents evening
- Parents' forums and coffee mornings
- Newsletters
- School Council

## **Part 5: Our equality objectives - See Action Plan (separate document)**

Our Equalities Action Plan details specific and measurable objectives which are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

**Equality Objective 1: To develop opportunities and provision for the more able pupils**

Progress we are making on this objective (Sept 2014):

Pupil progress meetings identified candidates for L5 and L6 Maths groups. Pupils in Year 5 identified to be supported in preparation for Y6 SATs.

**Equality Objective 2: To increase achievement and provision of children with SEN (social, emotional and mental health needs)**

Progress we making on this objective (Sept 2014):

Children for TaHMS project have been identified and all parents have had initial meeting. Date set for first group and individual sessions ( Nov 20 )