

*Revised: November 2009*

*Revised: May 2012*

*Revised: July 2015*

*Revised: July 2017*

*Revised: Autumn 2018*

*Due to review: Summer 2020*

## **EQUALITY SCHEME**

### **incorporating annual report**

#### **Visions and values**

We recognise our special historic foundation and will preserve and develop its Christian character in accordance with the principles of the Church of England. This is enhanced and supported by the strong partnerships that we enjoy with the Church of St Lawrence, Ardeley and the Diocese of St Albans. We do everything we can to serve our children and the school community as a whole by providing an inclusive education of the highest quality within the context of our Christian faith and practice. Our school encourages an understanding of the meaning and the significance of the Christian faith, promoting its values throughout the learning and caring experiences that we offer to all of our children.

Through our values and aims we support every individual member of the school community to feel valued, respected and appreciated taking into account race, religion, disability, gender, gender identity, background, age and ability.

#### **Ardeley School Values:**

- Love and Compassion
- Respect and Reverence
- Wisdom
- Hope
- Friendship

#### **Ardeley school aims:**

Every child is special and unique. At Ardeley, this means:

- We will help our children to feel safe, happy, confident, secure and inspired.
- We will develop an understanding of the difference between right and wrong, and a sense of personal responsibility within the school and wider community.
- We are committed to high expectations in both work and behaviour and aim to provide equal and appropriate opportunities for every child to develop.
- We will respect others and the world in which we live; we will encourage positive attitudes towards the contributions of all races, beliefs, abilities and gender; we will nurture social skills and a sense of co-operation and partnership between all members of the school and wider community.
- We will promote Christian and British values and an awareness of spiritual issues and personal belief, without *imposing* any religious or cultural system on our pupils. We will nurture open minds with the ability to listen carefully, question critically and argue rationally.
- We will strive to provide a broad, but balanced curriculum that explores knowledge, encourages creativity, develops independence and establishes skills for life-long learning.

- We will safeguard every child’s opportunities to succeed regardless of learning needs, disability, religion, gender, culture or social background
- We will ensure that the school is an integral part of our village and church community.

## School Context

Ardeley St. Lawrence is a small Voluntary Aided Church of England School primary school in the rural village of Ardeley. Numbers are gradually increasing; our PAN is 15. The majority of students come from Stevenage, a socially and culturally diverse urban environment which is one of the most disadvantaged districts in the County. We also have students from our ecclesiastical parish villages which include pockets of rural deprivation. A significant number of students leave at the end of Year 4 to attend middle schools. We have a high percentage of SEN children with parents of these children appreciating the advantages of a small school environment.

### Key information \*data from 2017 ASP

Characteristic	Total	Breakdown
Number of pupils*	75	39.7% female (28) 61.3% male (47)
Number of staff	18	78% female (14) 22% male (4) Many support staff have dual roles
Number of governors	12	58% female (7) 42% male (5)
Religious character		Church of England
Attainment on entry*		At or just below Hertfordshire norms
Mobility of school population		End Year 4 –Pupils leave to the middle and upper schools of the Rib Valley in preference to the Stevenage secondary schools. This has started to reduce.
Pupils eligible for Ever 6 FSM	19.1% (14)	National 24.3%
Deprivation factor*	0.16	National 0.21%
Disabled staff	0	
Pupils with SEND / additional medical needs*	30.7% (24)	National 12.2%
Pupils with EHCP*	0	
Minority Ethnic pupils*	11.3% (8)	National 32.3%
Minority Ethnic staff	0	
Pupils who speak English as an additional language*	3.8% (3)	National 20.7%
Average attendance rate	94.5%	96% National (TBC)
Significant partnerships, extended provision, etc.		St Albans Diocese, Beane Valley Children’s’ Centre, Rib Valley Schools, small church schools local partnership, St Lawrence Church and Church Farm, Ardeley. Extended Provision: Nursery PAN 11 After School Provision daily until 6pm.

## **Legal Background**

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.

### **Our 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)

- Publish annually information quantitative and qualitative, showing compliance with the 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 individuals from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (staff only)

### **Disability**

At Ardeley St Lawrence Primary we implement accessibility plans which are aimed at:

- Increasing the extent to which any disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable any disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils and their families

### **Community Cohesion**

At Ardeley St Lawrence School we seek to remove any barriers to access and participation for any members of our community – children, staff, parents, governors and volunteers. We take seriously our contribution towards community cohesion and actively promote spiritual, moral, social and cultural development within our community. We develop and maintain good links within our local community built on strong and positive relationships. We encourage our children to make a positive contribution to their community.

## **Roles and responsibilities and publishing information**

The Governing Board, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme.

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

However, all staff are responsible for delivering the scheme, both as employees and as it relates to their area of work.

<b><i>Responsibility for</i></b>	<b><i>Key person</i></b>
Single equality scheme	Head Teacher
Disability equality (including bullying incidents)	Head Teacher and SENCO
SEN/LDD (including bullying incidents)	Head Teacher and SENCO
Accessibility	Head Teacher/Health and Safety Governor
Gender equality (including bullying incidents)	Head Teacher
Race equality (including racist incidents)	Head Teacher
Equality and diversity in curriculum content	Head Teacher
Equality and diversity in pupil achievement	Head Teacher
Equality and diversity – behaviour and exclusions	Head Teacher/Chair of Governors
Participation in all aspects of school life	Head Teacher
Impact assessment	Head Teacher
Stakeholder consultation	Head Teacher
Policy review	Head Teacher/Governing Board
Communication and publishing	Head Teacher

The school equality scheme will be aligned with the School Plan for Improvement. Its implementation is monitored within the school's self-evaluation and other review processes. We will publish information annually on the school website. Progress towards the equality objectives within it is reported on regularly to the Governing Body

**Our Governors will:**

- ensure the accountability of the Head Teacher and staff for the communication and implementation of school policies
- review the school's equality and other policies
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- monitor and review progress against the measurable equality objectives
- evaluate and review the Scheme every three years
- evaluate the objectives and action plan yearly
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc

**Our Head Teacher and senior leader will:**

- initiate and oversee the development and regular review of equality policies and procedures
- ensure the effective communication of the scheme to all pupils, staff and stakeholders

- implement the school's equality scheme, holding staff accountable for their behaviour and providing support, training and guidance as necessary
- provide appropriate role models for all staff and pupils
- highlight good practice from classes, staff and pupils
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- report any incidents of racism in accordance with the Equality Act and LA guidance
- ensure that the school carries out its statutory duties effectively
- report significant incidents or issues back to the Governing Board

**Our staff -teaching and support will:**

- raise issues with line managers which could contribute to policy review and development
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community
- maintain awareness of and implement the school's current equality policy and procedures
- behave with respect and fairness to all colleagues and pupils
- provide a consistent response to incidents, e.g. bullying cases and racist incidents
- report any incidents of inequality to the Head Teacher or (if more appropriate) to the Chair of Governors, whether directed at themselves, or someone else.

**Our pupils will:**

- understand the importance of reporting discriminatory bullying and racially motivated incidents
- take responsibility for personal behaviour and actions and treat one another with respect and kindness
- be represented by the School Council who will raise awareness and understanding of equality in school
- with the help of staff and parents, create a positive working atmosphere in school where inequality is regarded as unacceptable, difference is celebrated and discrimination is actively challenged

**Our Parents will be encouraged to:**

- demonstrate positive support for the school's equality policy and procedures
- model appropriate behaviour at all times within the school grounds
- support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination

We operate equality of opportunity in our day to day practice including in teaching and learning, pastoral care, attendance, gender equality, linguistic diversity, admissions and exclusions and in relation to the recruitment and employment of staff. This protects members of our community from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

**Engagement**

We welcome the participation and involvement of people from broad and diverse backgrounds and those with differing experiences in our annual reviews and self-evaluation. We consult and engage with people affected by our decisions – parents, pupils and staff – and with those with specialist knowledge that can inform our approach.

## Monitoring of the policy

All school policies will be written and reviewed with due regard to disability, gender and race equality to help us to ensure there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. All issues arising will be carried forward into the equality actions detailed on the School Plan for Improvement.

Attainment and achievement will be analysed to ensure progress for all especially in relation to any identified disadvantaged groups (gender, race, ability, additional needs, looked-after status). Attendance and exclusion data will be reviewed to ensure there is no over-representation of any one group. Our accessibility plan provides for the audit of accessibility of the school buildings and new build plans to ensure full access for all.

## Equality objectives

Our objectives are identified through:

Analysis of results

Inspections (SIAMS which looks at these aspects in a Church School)

Curriculum Review

## Equality Objectives Action Plan 2017-2021

Equality Objective	Protected Characteristics	General Duty	Responsibility	Measurable Success Indicator	Timing	Review Date
To ensure that SEND pupils have equal access to the curriculum	Disability	Advance equality of opportunity	Head SENDCo	80% of SEND pupils have met their individual SEN support targets	2018-2020	Autumn 2020
To support pupils dealing with issues of gender identity	Gender identity	Advance equality of opportunity	Head	New toilets will help students to feel well-integrated and supported	2017 - 2019	Autumn 2019