

Castle Hill St Philip's CE Primary School



Equality Scheme & Objectives



Castle Hill St Philip's CE Primary School

Date of policy: Autumn Term 2022
Review date: Autumn Term 2023

EQUALITY INFORMATION & OBJECTIVES 2022-23

Policy statement

In accordance with our Mission Statement, at Castle Hill St Philip's:

- We are part of a loving, Christian family and our Christian Values of Love, Respect, Forgiveness, Perseverance, Responsibility and Resilience are at the heart of all we do.
- We cultivate strong relationships between the school, church, parents/carers and the wider community to inspire our children to become lifelong, resilient learners.
- Learning has no limits

This equality scheme outlines the commitment of staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school and ensuring that there is equality of access to all aspects of school life.

We believe that every member of the school community should feel safe, secure, valued and of equal worth. At Castle Hill St Philip's CE Primary School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

We have used the following existing policies, documents and information to inform our Equality Scheme and Action Plan:

- School Improvement Plan
- Inclusion Policy
- Behaviour Policy
- PSHE Policy & Curriculum
- Anti-bullying Policy
- Accessibility Plan (now included within this document)

- School Census
- Attainment Data
- Attendance information
- Behaviour records
- Intervention records and provision maps
- Incidents of race discrimination or bullying
- Data analysis

As a school we recognise our responsibilities under the Equality Act 2010 to avoid discrimination, harassment and victimisation on the grounds of any of the protected characteristics listed in the Act.

The purpose of this scheme, as required by us as a public body by the Public Sector Equality Duty under Section 149 of the Act, is to ensure that we pay due regard, in all we do, to the need to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

We believe that all children and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work and learn at our school.

The Wider Context

The national demographic presents an ever changing picture in terms of age, ethnicity, disability and social deprivation.

At the start of the Autumn Term 2022 at Castle Hill St Philip's CE Primary School there were 11 teaching staff; 15 teaching assistants; 3 admin staff; 3 premises staff; 1 lunchtime assistant and 3 kitchen staff – 92% were female, 8% were male – 100% were White British.

The October 2022 census states that there were 202 pupils in school made up as follows:

58% boys and 42% girls

95% White British, 1.5% Any Other White Background, 0.5% Any Other Mixed Background, 0.5% Black -African, 0.5% Other Mixed Background, 0.5% Other Pakistani, 0.5% Other White British, 0.5% Pakistani, 0.5% White and Black Caribbean.

Children are from 9 out of 17 possible ethnic groups.

Of the 202 pupils on roll, 4% had English as an Additional Language.

Therefore, since our school community and the community it serves is predominantly White British, one of the main priorities for us is to develop an understanding of cultural and religious diversity within local, national and global contexts.

Responsibilities

One named governor, Miss Phyllis Bold, takes the lead as governor with specific responsibility for Equality and Diversity, but the governors as a whole are responsible for:

- making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- supporting the Headteacher to implement any necessary actions;
- making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;

The head teacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- overseeing the effective implementation of the Scheme including the gathering and publishing of information and the monitoring of the Equality Action Plan;
- developing partnerships with external agencies regarding the scheme so that the school's actions are in line with the best possible advice;
- ensuring that the Senior Leadership Team is kept up to date with any development affecting the scheme or actions arising from it.
- making sure the governors, staff, visitors, contractors, pupils, and their parents/carers are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, regarding children, staff, parents/carers and visitors to the school.
- dealing with reports of prejudice-related incidents

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;

- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

Visitors and contractors are responsible for:

- following relevant school policy

Commissioned Services (buying in services)

As a school we are increasingly responsible for the purchase of goods and services. We work closely with the local authority on procurement to ensure that equality issues are given due regard. When buying goods from external suppliers we ask the following questions to ensure that equality issues are considered:

- Could the procurement affect the duty to eliminate discrimination and harassment and promote equality of opportunity?
- If so, do we need to include some equality requirement within the contract?

We ensure that contract conditions require contractors and sub-contractors to comply with the relevant legislation and with our equality policy.

Staff

We comply fully with legislation which protects our staff from discrimination based on the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, gender and sexual orientation). We make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We will make efforts to ensure that the diversity of our workforce reflects that of our community and wider society. In accordance with the Equality Act 2010 we will not enquire about the health of an applicant until after a job offer has been made.

We work hard to ensure a healthy, safe and inclusive working environment. As such we will take seriously and act on any incidents of harassment and discrimination.

All staff have equal access to a rolling programme of Professional Development and training opportunities in terms of professional responsibilities as well as statutory requirements in relation to equality and cohesion and will follow the guidance of the Equality Scheme.

Access Plan

Castle Hill St Philip's CE Primary School is a 1970s purpose built primary school. The school building has been extensively remodelled and many of the previous accessibility issues have been resolved. There is now a disabled parking space and a disabled toilet. The school is built on a slope and therefore the two departments (KS1 and KS2) are separated by a small flight of steps (3 steps in total). The school has consulted with an architect but it is not possible to alter the steps or create a ramp due to a lack of space. However, all areas of school can be accessed when making use of external doors and door ramps.

The Access Plan is now included as part of the Equality Scheme Action Plan which can be found at the end of this document.

Publication of equality information and objectives

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty. This information will be published annually through the review of our equality objectives.

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Equality objectives 2022 - 2023

Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; GR = Gender Reassignment; MC = Marriage/Civil Partnership; P = Pregnancy and Maternity

The purpose of this action plan is to demonstrate how we as a school will fulfil our duty under the Equality Act 2010 by:

1. Advancing Equality of Opportunity between people who share a protected characteristic and people who do not
2. Foster good relations between people who share a protected characteristic and those who do not
3. Eliminate unlawful discrimination, harassment and victimisation as defined by the Equality Act 2010

Objective	Actions	Success criteria	Protected Characteristic									Responsibility	Timescales	Review
			R	D	G	R B	P	A	S O	G R	M C			
Review, update and publish equality objectives in line with the Equality Act 2010.	Publish scheme and objectives on website and share with staff and Governors.	All members of the school community are aware of and actively support the Equality Scheme	x	x	x	x	x	x	x	x	x	Headteacher	From Autumn 2022	
Continue to identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x		x							Headteacher	Ongoing	

Continue to record and respond appropriately to all cases of harassment or bullying, including those of a racial or homophobic nature.	Follow current procedures	Students report that they feel safe knowing that incidents are dealt with effectively.	x	x	x	x			x	x	x	Headteacher	Ongoing	
Ensure that the Behaviour Policy continues to promote resilience and good behaviour for learning across the school.	Behaviour Policy consistently followed by all staff and regularly reviewed	Positive behaviour for learning leads to a measurable impact on engagement, attainment and progress.	x	x	x	x		x	x	x	x	SLT	Ongoing	
Ensure that role models promoted in school reflect diversity	Ensure the curriculum, displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity	Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school	x	x	x	x	x	x	x	x	x	All staff	Ongoing	
Continue to analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis through use of: - Arbor (MIS) - - Pupil progress meetings - Assertive mentoring - Provision maps.	Through data analysis trends and patterns will be identified and support put in place to narrow any gaps in attainment.	x	x	x							SLT	Ongoing	

Continue to raise the attainment of children with SEND	Identify underachievement and implement interventions swiftly.	Attainment for SEND children improved.	x										SENDCo	Ongoing	
Continue to provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	<ul style="list-style-type: none"> - Assemblies celebrating religious and cultural festivals. - Whole school Faith Week focusing on other world faiths. - RE Curriculum focusing on stories and celebrations from other cultures 	Children and parents have greater knowledge and understanding of other cultures and religions.	x	x	x	x							SLT RE and Worship Subject Leader	Ongoing	
Provide opportunities to learn about and celebrate British Values and how they bring us together.	<ul style="list-style-type: none"> - Celebrate significant events such as St George's Day and Remembrance Day. - Curriculum topics to include teaching on democracy and British history (PSHE & C and History curriculums) - Visit to The Houses of Parliament - use of Picture News in class worship 	Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.	x										Curriculum Leader PSHE Leader History Leader SLT	Ongoing	

Ensure parents/carers and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.	Publicise information on the school website and newsletter. Information provided on arrival as necessary	Disabled visitors access school when necessary and are made to feel welcome	x													Headteacher Office staff	Ongoing	
Continue to develop innovative ways of communicating with parents and increasing their involvement in their children's learning and school life.	-Tapestry (EYFS) - school website - Facebook - Information shared via Arbor - Parent workshops - Parent Stay and Play sessions - Support and encourage parent volunteers	Increased input from parents within the assessment process in Reception. Improved communication with parents. Parents report that they are satisfied with the methods of communication used by school (parent survey).	x	x												EYFS Leader Headteacher Office staff Pastoral Manager	Ongoing	
When necessary utilise the interpreter service to facilitate meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff and class teachers to identify when an interpreter is required.	Smooth transition to school for EAL students.	x													Headteacher Pastoral Manager Class teachers	Ongoing	

Continue to develop the induction programme for EAL students.	Identified TA to deliver induction programme to any new EAL students.	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day.	x									Headteacher Appropriate TAs	Ongoing	
Specialist equipment and resources to be arranged as required for children with SEND and/or medical needs	Children are fully integrated into our school with necessary equipment, resources and support.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x								SENDCo	Ongoing	
Improve outcomes for children in EYFS with communication difficulties.	Use baseline assessment information in Reception to identify children with poor communication and deliver interventions as required including the NELI programme	Children with communication difficulties make good progress in the prime area of communication during the reception year.		x								EYFS leader and staff	Baseline assessments are completed in Reception during first 2 weeks and interventions are ongoing.	
Ensure school meals meet the needs of all	Check school meal menus and procedures in the dining hall to ensure meal contents meet the needs of all race and faith groups	All children, staff and visitors taking school meals will have their dietary needs met.	x	x	x							School Cook Headteacher Lunchtime staff		

	and those with specific medical needs and procedures ensure safe distribution of meals.																		
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