



## ST. FAITH'S CHURCH OF ENGLAND PRIMARY SCHOOL

### Equality Statement

At St Faith's C of E Primary School we take pride in being a multicultural community with a Christian ethos where worship and religious education are integral parts of our school life.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regard to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We are strongly committed to equality, both as an employer and a service provider, and aim to make sure that:

- everyone feels valued and diversity is celebrated
- everyone is treated fairly and with respect
- a challenging, diverse and broad curriculum is provided
- the use of other languages at home is recognised and appreciated as a strength
- diversity is celebrated through the curriculum and all aspects of teaching and learning
  
- We want to make sure all our pupils achieve their potential, both in terms of their academic and personal growth and therefore provide a safe, caring, stimulating and inclusive learning environment.
- We recognise that people have different needs and understand that treating people equally does not always involve treating everybody exactly the same.
- We acknowledge that for some pupils extra support is needed to help them achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decision-making processes
- We will not tolerate discrimination or harassment or any action or conduct that contravenes the Equality Act 2010 and we will challenge any behaviour that compromises this commitment.

At St Faith's everyone works tirelessly to ensure that good relations amongst the community are fostered. We will educate our pupils to understand and respect the views and characteristics of the diverse (and ever changing) society that we live in.

We outline our commitment and the principles we adhere to in more detail below and provide some examples of actions and interventions we have undertaken to advance equalities.

St Faith's also publishes pupil information by protected characteristics and sets equality objectives for groups where this is deemed necessary. Progress towards those equality objectives is reviewed termly and at the end of each academic year and the outcome of this evaluation is shared with the governing board.

We actively seek out opportunities to embrace the following key concepts and principles:

All learners are of equal value

We see all learners and potential learners, their parents and carers as well as all school staff as of equal value and aim to make sure that no-one experiences harassment, less favourable treatment or discrimination

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity and orientation
- because of their age

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and the barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity and orientation

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

- we intend that our policies, procedures and activities should promote:
  - positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
  - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
  - mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic harassment

We observe good equalities practice in staff recruitment, retention and development

- we ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:
  - whether or not they are disabled
  - whatever their ethnicity, culture, religious affiliation, national origin or national status
  - whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.
  - Safer Recruitment trained leader on all interview panels

We aim to reduce and remove inequalities and barriers that may already exist

- in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

We provide a diverse and inclusive curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles we are committed to as well as fulfilling legal requirements.

Ethos and Organisation

We ensure that our principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching and learning styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians and
- working with the wider community

Prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties, in particular:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide information about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. Regular returns of this information are required termly by the LA.

## **Roles and responsibilities**

We expect all members of our school community and visitors to support our commitment to promoting equalities and to meet the requirements of the Equality Act.

### **Governing Board**

The governing board is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. We have a dedicated member of the governing board has responsibility and a watching brief regarding the implementation of this policy. We also have a named SEN link governor. All governing board committees keep aspects of the school's commitment to the Equality duty under review.

### **Headteacher and leadership team**

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-ordinating the implementation of the policy and for monitoring outcomes.

### **Teaching and support staff**

All teaching and support staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal professionally with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the principles we are committed to
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- be aware of the more vulnerable groups within their classes

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. Our policy will be made available to the school community on via the school website.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and Review**

In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, gender and socio-economic background (FSM). We are also able to sift and analyse data according to culture, language and religious affiliation– if required.

Named member of staff with responsibility for equality issues: Stephan Cook - HT

Named governor with responsibility for equality issues:

Date approved by the Governing Board:

*Signature:*

Co-Chair of Governing Board

April 2018

## 1. Pupil Data

Number of pupils on roll: 199 [Spring Census 2018]

### Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and long term conditions and these include: Autism Spectrum Disorder, Attention Deficit Disorder, Aspergers, Asthma, Allergy with Epi Pen, Dyslexia and Epilepsy.

Information on pupils by protected characteristics:

The Equality Act protects people from discrimination on the basis of "protected characteristics". Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Special Educational Needs (SEN)		
Pupils with SEN - Provision	Number of pupils	% of school population
No Special Educational Need	173	87%
SEN support	24	12%
Statement	2	1%

Gender		
	No of pupils	% of school population
Male	106	53%
Female	93	47%

Pupils eligible for Pupil Premium Grant				
<i>Pupil numbers not including Nursery</i>	Boys	Girls	Total	% of school population
Number of pupils eligible for free school meals	18	21	39	23.6%

## Information on other groups of pupils

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

In addition to pupils with protected characteristics, we provide information on the EAL pupils:

Language		
	No of pupils	% of school population
Pupils whose first language is English	140	70%
Pupils whose first language is another language than English	59	30%

Pupils with English as an additional language (EAL)				
	Boys	Girls	Total	% of school population
Number of pupils who speak English as an additional language	30	21	51	26%
Number of pupils who are new to English or at an early stage of English language acquisition	4	4	8	4%

**Number of looked after children: 0**

### 3. Examples of how we advance equality of opportunity

We provide:

- Dedicated SENCO and SEN HLTA support
- SEN resources and training
- Specialist Literacy Support service
- Specific training for Teaching Assistants in Occupational Therapy, Numicon and Phonics
- Tracking pupil progress every half term
- Data analysis by EAL needs, gender and pupils eligible for pupil premium funding
- Action plans and targets if underachievement or lack of progress is identified
- Progress tracking of vulnerable groups every term
- Identification, targets and challenge for more able pupils and middle attainer groups
- Early identification and targeted learning support for pupils with specific needs
- Training for teachers so they are confident in analysing data and know how well different groups are doing
- Monitoring and support through performance management
- Interventions and ensuring they are targeted, implemented and regularly evaluated
- Target lists of under-performing pupils and monitored progress, termly
- Monitoring of the provision for identified pupils / groups who have not made sufficient progress and identified underachievement through Pupil Progress meetings
- Numicon intervention in KS1 and KS2 as a Wave 2 intervention
- An ELSA specialist to work with identified emotionally vulnerable pupils
- We undertake annual reviews for pupils with an EHCP

There are no children at St Faith's with disabilities; however, there are a small number of children with specific identified special needs / health concerns. We have provided careful, ongoing management and support. We have worked in close partnership with parents and ensured effective and positive communication between parents and school.

We have a number of children with Special Educational Needs. We have a rigorous approach to assessing and supporting children identified with special needs; we use external agencies: Educational Psychologist, Speech and Language therapists, Pupil Referral Unit for assessment and interventions; we have trained additional adults with OT skills and S&L provision; emotional and therapeutic approaches to meet pupils' needs.

### **Examples of how we foster good relations and promote community cohesion:**

- Links with external agencies
- SOS support meetings with parents and external agencies
- PRU links
- Developing extended school sporting facilities with an Astro Turf being planned and installed in 2019/20
- Parent volunteers who support pupils reading every week
- Career talks from local firms and parents to raise aspirations for our pupils in their future career choices
- Increased number of Open Days for prospective parents
- All families, including extended families are welcomed to the weekly family worship on a Friday morning
- Recognise and celebrate significant religious events from different religions
- Recognise and celebrate National days : Remembrance Day welcoming the local community to join the school
- Clubs are interest led, by children and parents
- We have an informal open door policy, staff are available at the start and end of the school day

### **Improved consultation and communication through:**

- School Council meetings
- Focus discussion groups with parents
- Staff meetings
- Questionnaires to staff, parents and pupils
- reporting through the governing board committees
- PTA

### **Recent activities:**

- Gender equality has been tackled through assemblies where the theme of 'celebrating difference and gender equality in sport' has led to talks and discussions about the success of the national women's cricket team contrasted with that of the male equivalent.
- We make sure that the stories selected as the basis of topic through 'The Power of Reading' offer a multi-ethnic context for pupils. Current topics have included 'Gregory Cool' focussing on life in the Caribbean and African stories like, 'Leila and the Secret of Rain'. And 'The Leopard's Drum'. Parents also come in to share stories from other cultures, sometimes in other languages.
- Children sing songs and answer the register in a range of languages.
- We emphasise, through the curriculum and through acts of worship, that we are a 'talking school' – where children are able to report anything that makes them feel uncomfortable around friendships or name-calling. These incidents are extremely rare.
- Working with the SDBE, we have adjusted our RE curriculum to ensure effective coverage of religions other than Christianity.
- All classes have a personalised class charter based on the Rights of the Child – RRS award bronze level
- There is a dedicated SEN governor
- All progress and attainment data is reviewed in terms of vulnerable groups and reported to governors and the LA.

## Our Equality Objectives

1. To continue to develop and improve communication with all parents and carers, with a focus on encouraging more fathers to engage with the school, thereby ensuring equality of access to information on their child's learning and school communication.
2. To embed the new PSHE curriculum that aims to support all pupils in their understanding and respect of difference and diversity.
3. To embed a new RE curriculum that supports the pupils in their understanding and respect of other world religions.

Progress against these targets will be reported to the appropriate governing board committee termly.