

# *St Mark's CE Primary School*



## EQUALITY SCHEME

2017 -2020

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### **1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first single Equalities Scheme for St Mark's CE Primary This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name ..... Signed..... Date.....

Signed by Head of Governors

Name ..... Signed..... Date.....

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

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<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

### 3. School Values, Ethos/Mission Statement

***“A family working and growing together to reach our potential.”***

*Our Christian faith values of Respect, Responsibility, Trust, Understanding and Fairness are at the heart of all we do as a school community.*

*We meet the needs of all children, inspiring high achievement. Our school is a safe and happy learning environment where academic and personal success is celebrated. We value children’s contributions in decisions that influence their learning, personal development and their environment and promote positions of responsibility for them.*

*We strive for the highest standards in both work and behaviour from the children. Diversity is celebrated and equality practised.*

*As a Church of England school we take great pride in the spiritual, moral, social and cultural development of all our pupils. Pupils lead collective worship and we regularly join together with friends, family and the local community in St Mark’s Church.*

*As a school we provide fun and enrichment through school trips, visitors and extra-curricular clubs.*

*We believe communication and information sharing to be the key in building the most effective working partnerships possible between home, school and the church.*

### 4. School Profile

*St Mark’s CE Primary is a larger than average size primary school with 416 pupils on roll (December 2017). It is a two form entry school up to Year 5 and will be throughout by 2018-19. The ratio of boys to girls currently stands at 53%:47%. The proportion of pupils from ethnic groups other than White British is 16% with pupils whose first language is not/believed not to be English at 1%. The percentage of pupils with SEN support is 9% (12% national) The school deprivation indicator is 0.09 with only 1% known to be eligible for FSM (24% national) As a result the school received £19,640 pupil premium funding for this academic year.*

*Attendance is good at 96.4% and in line with the national average at 96.3%.*

*The school was last inspected by OFSTED in September 2013. The overall judgement was good. This inspection was followed by SIAMS in March 2014 where a judgement of good with some outstanding features was awarded.*

### 5. Equalities Objectives

Having outlined our school’s current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified four objectives based on analysis of attainment data and progress measures in Summer 2017

Date objectives agreed with Governors	<b>FGB meeting 07/12/17</b> <u>School Improvement Plan</u> (item 9 on the agenda)
Progress reviewed (to be done annually)	

Date next review due	July 2018
Final review date	TBC

Our Equality Objectives, as agreed with our Governing Body are:

1. To increase the number of boys working at the Expected standard for Phonics, Reading and Writing at the end of KS1
2. To increase the number of girls working at the Expected standard in maths at the end of EYFS
3. To increase the number of girls working at Greater Depth in maths throughout the school.
4. To increase the number of boys working at Greater Depth in writing at the end of KS1

Annual Review of Progress <b>July 2018</b>			
Objective	Steps being taken	Evidence of progress	By
1	Target groups identified within performance management and pupil progress meetings	100% of boys attained the expected standard in phonics by the end of KS1. KS1 boys reading at expected standard increased from 84% to 91% KS1 boys writing at expected standard increased from 81% to 85%	SLT
Objective	Steps being taken	Evidence of progress	By
2	Targeted intervention groups and pupil progress meetings	92% 2018 compared to 75% in 2017	SLT
Objective	Steps being taken	Evidence of progress	By
3	Year 2 and Year 6 targets 2018. Pupil progress	2018 EYFS girls improved from 11% in 2017 to 22% in 2018	SLT

	meetings and phase/cluster moderation	2018 KS1 girls (12%) improved on 2017 (12%) 2018 KS2 girls significantly down from 2017. <b>Action: SIP priority 2018-19 Girls achieving combined GDS in R/W/M across the school.</b>	
Objective 4	Steps being taken	Evidence of progress	By
	Intervention groups and pupil progress meetings	2018 24% of boys achieved GDS writing compared to 13% in 2017	

## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

[http://www.stmarksce.co.uk/pdf/Accessibility%20plan%202017-2020\\_12-12-17.pdf](http://www.stmarksce.co.uk/pdf/Accessibility%20plan%202017-2020_12-12-17.pdf)

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## 7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

## 8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## **9. Human Rights**

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- *An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation*
- *Pupil consultation in discussions about current practice and proposed change*
- *An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity*

## **10. Engagement and Involvement**

We involved pupils, staff, parents and carers in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

*e.g.*

- *Phase meetings*
- *British Values assemblies*
- *Anti-bullying week*
- *School Council*
- *Parent Council*
- *Governing Body Children's Committee*

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## **11. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **12. Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development

- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Body will:

- designate a committee with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- ensure that the action plans arising from the Scheme are part of school improvement
- evaluate and review this scheme on a biannually

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour



- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

### 13. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and [community impact assessments](#). It will be an opportunity for the school to showcase its good practice.

### 14. Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

*Mr Damian Kay*

*Headteacher*

*St Mark's CE Primary School*

[stmarks.ceprimaryschool@salford.gov.uk](mailto:stmarks.ceprimaryschool@salford.gov.uk)

0161 790 3423

Approved by the Children's Committee on 30/01/18

**To be reviewed annually**