



# General Equality Policy

## **GDPR**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years

Reviewed by Alex Clark October 2022

Reviewed by Governors: C Plasser and K Wood 28<sup>th</sup> November 2022

Next review date: Autumn 2025

## St Bartholomew's C of E Primary School

### Equality Scheme 2022 - 25

#### 1. Statement

This scheme outlines the commitment of staff and Governors of St Bartholomew's C of E Primary School, to promote equality, diversity and inclusion:

- A) In accordance with the school's vision, aims and values, we will:
- respect the equal human rights of all our children;
  - positively promote equality, diversity and inclusion, tackling barriers that could lead to unequal outcomes for identified groups of children, members of the staff team or prospective candidates;
  - educate children and staff members about equality, diversity and inclusion;
  - respect the rights of our staff and other members of the school community.
- B) We will assess our current school practices and policies (Equality Impact Assessment) and implement all necessary resulting actions in relation to:
- Gender
  - Race
  - Disability
  - Religious Belief
  - Age
  - Sexual Orientation
  - Pregnancy and maternity
  - Socio-economic background and other protected characteristics.
- C) We will promote community cohesion at all levels - school, local, regional, national and global - comparing the school community to its local and national context and implementing all necessary actions in relation to:
- Ethnicity
  - Religion or belief
  - Socio-economic background

#### 2. Statutory Requirements

The equality objectives in section 10 below, address our duties under current equality legislation up to and including the Equality Act of 2010.

The access plan in Section 11 below addresses our duty under the Special Needs and Disability Act (SENDA) 2001. It also refers to the SEND Code of Practice 01.09.2014 0-25 years.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

### **3. Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of St Bartholomew's Primary School. As an inclusive school we ensure that children are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them. Both the local and National contexts are considered.

#### **Ethnicity/cultural context of the school**

St Bartholomew's School serves a large village community and has below average numbers of children with a heritage/background other than white British. A very small minority of children learn English as an additional language. The school is growing in size, due to the number of new houses being built within the catchment area.

#### **Religion/belief context of the school**

The School is 'voluntary controlled', with strong links to the local churches and Christian organisations. There are excellent links to the local Church of St Bartholomew's in the village and the children visit regularly for both services and RE enrichment. There are also good links with Quorn Baptist Church.

Children are encouraged to learn about World Religions during RE and other cross curricular activities, including World Festivals. Assemblies are predominately Christian and there is a daily act of worship. Children are encouraged to talk about their own and other faiths; they visit other places of worship such as the Mosque and Synagogue as part of their curriculum work.

#### **Socio-economic context of the school**

The deprivation indicators of the school are below the national average. The school has a lower-than-average number of disadvantaged children, although post-COVID, the number of families/ pupils in receipt of FSM (Free School Meals) is increasing.

#### **Current issues affecting cohesion at school, local and national level**

Racist incidents at school are very rare and children usually mix very well. The school initiates opportunities for children to meet members of other cultures and faiths such as the multi-faith day. The teaching and support staff are fully up to date with the Government's Prevent Strategy and the use of 'Channel', in prevention of extremism and radicalisation.

### **4. Responsibilities**

The Chair of Governors takes the lead but all Governors are responsible for:

- drawing up, publishing and implementing the school's EDI objectives;
- making sure that the school complies with the relevant EDI legislation;
- making sure that the Equality Scheme and its procedures are followed;
- monitoring progress towards the 'equality objectives' and reporting annually.

The Head teacher is responsible for:

- making sure that steps are taken to address the school's stated EDI objectives;
- making sure that the equality, access and community cohesion plans are available and that all stakeholders know about them:
- Producing regular information for staff and governors about the plans and how they are working, through for example, the head teacher's report to Governors at meetings.
- making sure all staff know their responsibilities and receive information and support in carrying these out - for example in the staff handbook and on the VLE;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, including subsequent investigation and/ or reporting;
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to children, staff, parents and carers and visitors to school.

All Staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to tackle bias and stereotyping
- Accessing training and learning opportunities, all training is recorded

Visitors and contractors, are responsible for:

- Following relevant school policy

## **5. Staff Development**

The Staff Development Policy outlines our process for training and development in relation to EDI and cohesion, in terms of professional responsibilities and as well as statutory requirements.

## **6. Publication and Review**

Although it is no longer statutory to publish an Equality scheme, the school governors continue to do so.

The scheme will be kept under regular review for three years as part of the ongoing policy review plan.

## **7. How we report on progress and impact**

A report on progress with the actions listed below will be published by the governors on the school's website every 3 years (see below section 10 page 7).

## 8. How we conduct equality impact assessment

The following have been monitored for potential impact on school practice during the previous three years:

- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age

Equality objectives identified by this process have been included in the next three-year plan in Section 10 below or in the School Improvement Plan, as appropriate.

Evidence of this process and progress is reported – examples include:

- Racist incidents are also reported to the Local Authority.
- Children with Special Needs/ and disabilities are monitored and their progress is reported to their parents through the small steps progress sheets and procedure. The Governing Body is given an overview of their needs and progress
- We track pupil progress by age, gender, ethnicity, socio-economic background and English as a second language
- Incidents of homophobia are recorded and monitored
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures eg racist incidents, aggressive behaviour and staff conduct.

## 9. How we choose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows, from:

- i. the equality impact assessments listed in section 8 above;
- ii. the following data:
  - Pupil tracking system for maths, reading, writing (currently based on AKirk model); the school's own tracker for RE and Science, teacher's mark books
  - Pupil assessments
  - Reports of incidents
  - Multi agency reports
  - Inclusion in school activities/clubs/visits
  - Certificates/ rewards/stickers
  - Exclusion reports
  - IDSR / Inspection Dashboard/ Liaise/ Perspective Lite
  - Fischer Family Trust/ PAG data
  - Child Protection, Looked After Children information
- iii. ...and by involving relevant people in consultation:
  - Parental questionnaires, consultations and review meetings;

- Pupil attitude Survey, Circle time, PSHE, School Council and Philosophy Club feedback;
- Outside agencies with a professional interest in individuals or groups such as the school nurse, Parent Support Workers, SALT, CAMHS, Educational Psychologist, Occupational Therapist and medical professionals;
- Staff, Governing Body, Local Education Authority;
- Police, local Church, Diocese.

The evidence is then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups;
- ii. eliminate unlawful discrimination, harassment and victimisation;
- iii. foster good relations between different groups in terms of
  - Ethnicity
  - Religion or belief
  - Socio-economic background
  - Gender and gender identity
  - Disability
  - Sexual orientation
  - Age
  - And other protected characteristics.

**10. 3-year equality objectives 2022 - 2025:**

<b>Equality Objectives (outcome focused)</b>
To build children’s cultural capital and understanding, through a rich range of experiences both in and beyond the school, using resources from external sources where appropriate.
To tackle underachievement in reading and writing for FSM children;
To ensure positive representation of our diverse community through children’s literature and wider school resources.

### 11. 3-year access plan 2022-25

*This can relate closely to the disability elements of the equality objectives in Section 10 above.*

<b>Access Plan – objectives:</b>
Ensure that children with disabilities are fully catered for throughout school and their care needs are met.
To assess any pupil/adult’s needs requiring adjustments / special access to the building as they enter school.
To monitor any differences in attainment between different groups of children in core subjects and to intervene with intervention programmes/ individual help where appropriate.

### 12. 3-year cohesion plan 2022-2025

*The choice of appropriate actions to promote cohesion and British values is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.*

For this purpose, the four geographical dimensions of “community” are as follows:

- The school community
- Local communities
- Communities across the UK
- The global dimension

	<b>Actions – outcome focused</b>
<b>Teaching, learning and the curriculum</b>	<p><b>The school community</b></p> <p>PSHE resources to be used</p> <p>Circle Time</p> <p>Use of Golden Time</p> <p>School Council</p> <p>Mini-Fosba</p> <p>Assembly – Picture News</p> <p>Sports ambassadors</p> <p><b>Local communities</b></p> <p>Trips to the Parish Church and other local places of worship, including trips to Leicester- Cathedral, Gudwara, Jain Temple,</p>

	<p>Mosque, Synagogue. Links with the Baptist Church and Bible Summer School.</p> <p>Inviting local artists, sports people, musicians, poets and writers</p> <p>Local tournaments</p> <p>Football club, cricket, cross country running and rugby club links</p> <p>Links with other local schools</p> <p>Trips to and visits by the Senior Citizen's Home and Playgroups from the village.</p> <p>Visits to and from the library</p> <p>Curriculum work on immigration and migration</p> <p>Involvement with local Police, Fire Brigade</p> <p>Joint projects with local Universities</p> <p>3M Science projects</p> <p><b>Communities across the UK</b></p> <p>Support links with other local schools</p> <p>Links with Leicester University and Nottingham Trent University</p> <p>Links with Inspiring Leaders- SCITT programme</p> <p>Science link through Sheffield University</p> <p>Members of Loughborough Learning Alliance</p> <p>Residential Trips to Beaumanor Hall, Duke's Barn in Derbyshire, Redridge – Welshpool in Wales.</p> <p>Language specialists visit school for taster days with children</p> <p>Taster sessions for more-able children at local schools in Science, Maths and English</p> <p>Diocesan pilgrimage and other events linking Church schools across the Diocese</p> <p><b>The global dimension</b></p> <p>Global maths challenge –maths games with children from around the world.</p>
--	--



Courageous Advocacy

-Pupils continue to raise money, e.g. for disasters.

-Children come up with their own ideas for fund-raising across the world;

-Children run their own charitable events, incl support for Barnardo's & Rainbows