



St. Andrew's Church of England (VC) Primary School
School Equality Scheme – 2011/2012 to 2015/2016

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1. Vision and Values:

Our equality vision and the values that underpin school life

A Vision for St. Andrew's School

A St. Andrew's every child will have...

- * positive self-esteem through inner confidence and strength*
 - * creativity of thought within a life-long passion for learning*
 - * excellence, high personal achievement and the experience of success*
 - * a set of values by which to live*
 - * an enjoyment of childhood*
- developed within a caring Christian environment.*

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

- 1 Respect the equal human rights of all our pupils and to educate them about equality.
- 2 Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.

3 Demonstrate respect for all whatever their race or background.

4 Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.

5 Respect the equal rights of our staff and other members of the community.

6 In particular we will comply with relevant legislation and frame and implement school policies and plan in relation to race and religious equality, disability equality, gender equality and community cohesion.

7 Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfillment in all our pupils.

2. The School Context:

The characteristics of our school

Characteristic As at Census on 19.5.2016	Total	Breakdown (number and %)
Number of pupils	232	Number 112 and 48.3% Female Number 120 and 51.7% Male
Number of staff	40	37 and 92.5% Female 3 and 7.5% Male
Number of governors	17	13 and 76% Female 4 and 24% Male
Religious character		Church of England (Voluntary Controlled)
Attainment on entry		Largely in line with or slightly below County average.
Mobility of school population (year '15 -'16)	11.5%	19 new children in (additional to Nursery intake and 10 out in addition to Year 6)
Pupils eligible for FME	13.8%	32 (R – 6)
Pupils eligible for EYPP	0.86%	2
Deprivation factor	-	unknown
Disabled staff		0 of those completing disclosure
Disabled pupils (SEN/LDD)	30 12.9%	2 with EHCs/1statement/30 code K (SA and SA+)
Disabled pupils (physical)	9 3.88%	cystic fibrosis, type 1 diabetes & cerebella-hyperplasia, charcot-marie tooth syndrome, hearing, blindness in one eye, ehlers danlos syndrome, reflex anoxic seizures, Long QT syndrome (heart)
BME pupils	14 6.0%	Black Caribbean, 4 mixed background – other, 2 white/ Asian, 4 white/black Caribbean, 1 Italian, 2 white/other
BME staff	0	None
Pupils who speak English as an additional language	9 3.95	Chinese, French, Greek, Italian, Russian and Spanish
Average attendance rate (as at 19.5.16 – Summer Census)	2.22% 1.44% 96.34%	Authorised Unauthorised Attendance
Significant partnerships, extended provision, etc.		Member of Hertford and Ware SDLP Diocesan School Support
Awards, accreditations,		Ofsted – Good – November 2014

specialist status	(Outstanding Behaviour and Safety & EYFS) SIAMS – Outstanding – June 2015 Healthy Schools Award (2007- 2010) Eco-Schools – Silver Award – 2009 Sports Mark – Silver Award - 2015 International Schools' Award (Accreditation (Gold) level) – Summer 2015 RE Quality Mark (Gold) – Summer 2016 International Values-based Education Mark – Summer 2016
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Current situation:

We pride ourselves on being inclusive and welcome diversity in all forms and, considering it in the light of the ECM (Every Child Matters) agenda and outcomes, treat it with equality of opportunity in every realistic sense. This is fully in-keeping with our Christian Ethos as expressed through our programme of Values Education.

The standard procedures and processes of our school – disability

Our Admissions Policy is in line with that of the Local Authority. Children with statements for disability frequently name our school and have priority for admissions. We are respected both locally and within County for being inclusive.

Staying safe:

- ✓ We work closely with the parent/carer and any outside agencies in order to ensure that the child's needs are known and able to be met.
- ✓ Although built into a hill the school has disability access as far as possible, having been yellow-lined, safety-railed and adapted for wheelchair access.
- ✓ The main building has disabled toilets on one level.
- ✓ Special equipment e.g. visualiser, shaped seating etc. is accessed or purchased as appropriate. Several children use hearing aids and staff are proficient in wearing and using adaptors in order to maximise the hearing of these children.

Being Healthy:

- ✓ Advice is again sought from parents/carers and outside agencies to keep our disabled pupils healthy.
- ✓ Special dietary requirements are met at our request by Hertfordshire Catering.
- ✓ PSHE lessons address acceptance/understanding of disability as appropriate/needed. Notices around the school and in teachers' and first aid records heighten awareness of vulnerable children.

Enjoying and Achieving:

- ✓ The curriculum is adapted (sometimes significantly) to enable equality of access.
- ✓ Every activity offered is made available and accessible to every child through differentiation of content, support (both human and material), time allocation or outcome e.g. the alteration of the location for a residential trip to accommodate a child with cystic fibrosis.

Achieving Economic Well-being:

- ✓ Attainment on entry is not assessed in terms of physical ability.
- ✓ Curriculum is tailored to meet the needs of, and made accessible to, the individual.
- ✓ Access to extra curricular activities provision is rarely limited by disability e.g. extensive consultation and provision of support made it possible for a partially-sighted child to access an after-school football club.

Making a Positive Contribution:

- ✓ Historically, staff who considered themselves to have a disability felt supported by colleagues and management of all levels. No current staff consider themselves to have a disability.

- ✓ Appointments procedures provide equality and judge on merit, providing that medical clearance is given.
- ✓ The school family is greatly enriched by the positive contribution of our pupils and staff with disabilities. They encourage caring, tolerance and understanding in the whole school community.

The standard procedures and processes of our school – gender

Ofsted (Nov. 2014) recognised the school's Behaviour and Safety as 'outstanding' and Safeguarding procedures and record keeping as 'meticulous' and that 'pupils demonstrate a marked aversion to any kind of discrimination'.

Staying safe:

- ✓ Frequent PSHE classroom discussions of gender-related issues e.g. stereotype, expectations, attitudes, impact on learning etc.
- ✓ Work to ensure tolerance and to counteract bullying takes account of homophobic bullying
- ✓ Any bullying issue is addressed and recorded consistently regardless of gender.
- ✓ Completion of termly Sexual and Racial incident log and
- ✓ Completion and submission to Governors of the Annual Child Protection Checklist and Safeguarding Reports

Being Healthy:

- ✓ Balanced and sensitive programme of Sex Education in Years 5 and 6.
- ✓ Achievement of Healthy Schools' Award
- ✓ Awareness of impact of gender on attitudes to diet

Enjoying and Achieving:

- ✓ NLR average points scores for latest full cohort are in-line with the County average.(The boys generally score lower than the girls, although, with the exception of Creative Development and Knowledge and Understanding of the World, marginally so.
- ✓ Curriculum tailored to meet the needs of the individual and to address any imbalance e.g. Boys Writing in some Year groups, as relevant.
- ✓ Equal opportunities in extra curricular activities provision.
- ✓ Equal opportunities in sport e.g. boys shining in netball team
- ✓ Curriculum made accessible to all – tailored to individual learning styles and to all interests – not gender specific.

Achieving Economic Well-being:

- ✓ All opportunities are available to all
- ✓ Attitude promoted that ALL have the potential to achieve equally in whatever sphere

Making a Positive Contribution:

- ✓ Promotion of positive attitudes and role models
- ✓ Staff predominantly female, but applications from males encouraged for all roles. Appointment of best candidate regardless of gender.
- ✓ Equality of opportunity for promotion and of pay

The standard procedures and processes of our school – race

All the issues addressed above (Gender) are applied to standard processes regarding race. E.g. The majority of staff are white and of British origin, but there is no discrimination of attitude, opportunity or pay towards those of ethnic minority origin.

The Local Authority doesn't take race into account when allocating places, therefore our school community reflects the local community which is predominantly white UK origin. We do however have a minority from different ethnic groups.

When we have parents who do not speak English as a first language, we offer a translation service for Parents' Evenings.

The standard procedures and processes of our school – community cohesion

By “community cohesion” the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

“...working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

As a school we are working towards community cohesion with a common vision and sense of belonging by all. We aim to develop and expect strong relationships between all members of our school family. We value all members of the school family, whatever their diversity of background and circumstances, providing similar opportunities for all including learning/CPD/Volunteer/ethos. We actively encourage mutual respect, positive relationships and shared responsibility within a caring community founded upon Christian values.

We actively signpost members of our school community – whether pupils, parents/carers or staff to any appropriate opportunities relating to childcare, health, education or enjoyment – within our extended schools consortium.

Our school community is central to and an integral part of the village community within which it is set. Residents of the village are welcome to use our grounds outside school hours. We carol sing in the community and entertain local elderly at school performances. We promote the work of the Parish Council and other organisations within the village. We work local businesses to mutual benefit. We work closely with St. Andrew's Parish Church, attending services in the church, welcoming the clergy team to lead weekly assemblies, contributing to the parish magazine, and having Foundation Governors on our Governing Body.

We have completed the development of a 'new build' for the local PVI preschool adjoining and working closely with our Foundation Stage provision and which – with the opportunities that the additional space has created - is part of the provision for children from birth to eleven years of age on our site. At times this includes some satellite provision by our local children's centre which is some distance away and therefore inaccessible to some needy families.

3: Legal Background

The duties that underpin our scheme

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.

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

We have strong and flourishing links within the local village (particularly through parents, St. Andrew's Church, the Parish Council, Bobtails Pre-School and Amwell SLD School), schools in a contrasting locality in the UK (The Grange School, Newham) as well as globally (Fass School, The Gambia, with which we are twinned).

(See Community Cohesion Action Plan for further information.)

Keeping Children Safe in Education (2016)

We fully follow this statutory Department for Education (DfE) guidance which came into force from 5 September 2016 replacing previous versions as well as Safeguarding Children and Safer Recruitment in Education 2006.

The extensive guidance covers Safeguarding information for all staff; The management of safeguarding; Safer recruitment; and Allegations of abuse made against teachers and other staff.

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4: Roles and Responsibilities

Chain of accountability

The Governing Body, delegating its responsibilities to the School Improvement Curriculum and Ethos Committee and supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

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

An annual report on equality and the reviewed Equality Action Plan are presented to the Summer Term meeting of the full Governing Body.

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

The Headteacher has overall responsibility for:

Single equality scheme

Disability equality (including bullying

SEN/LDD (including bullying incidents)

Accessibility

Gender equality (including bullying incidents)

Race equality (including racist incidents)

Equality and diversity in curriculum content

Equality and diversity in pupil achievement

Equality and diversity – behaviour and

Participation in all aspects of school life

Impact assessment

Stakeholder consultation

Policy review

Communication and publishing

Commitment to review

The Action Plan of the school Equality Scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme with relevant stakeholders. The Action Plan, a review of progress against it and reviews of it in the light of actions taken, will be made available to all stakeholders on an annual basis. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

The Governors will:

Policy

- Provide leadership for the development and regular review of the

Development & Implementation	school's equality and other policies & ensure the accountability of the Headteacher for the communication and implementation of school policies
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

The Headteacher and senior staff will:

Policy Development	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Ensure consultation with pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, staff and stakeholders ● Ensure that staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold team leaders accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all staff and pupils ● Highlight good practice from staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively

All teaching and non-teaching staff will:

Policy Development	<p>Have the opportunity to:</p> <ul style="list-style-type: none"> ● contribute to consultations and reviews ● raise issues with senior leaders which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures ● Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Have the opportunity to contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved Governors, staff, pupils and parents/carers in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

We will ensure that the consultations are comprehensive and inclusive - including representation from the disability, gender, race and community cohesion strands as well as other concerns e.g. FSM or vulnerable groups.

We will ensure that the consultations seek opinions on concerns regarding all of these strands.

We will endeavour to ensure that every stakeholder feels able to contribute to the consultation process. Language and approach will be adapted to audience.

We will always be receptive to comments and concerns raised regarding these issues.

Various methods will be used including:

Questionnaires

Surveys

Discussions in focus groups e.g. Circle Times, School Council, School Families, or other designated focus groups

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Summer Term.

7: Our School's Equality Priorities

Key priorities for action

Achievements to date

(See Section 2 above)

General:

SENCo now has delegated time to work in a general, observational manner with all year groups (N – Y6) to facilitate early identification of potential issues.

Key staff have been trained in the CAF process. We currently have no two on-going CAF processes. Previous CAF processes have been very successful. The SENCo is CAF author.

All teaching and support staff are trained in First Aid.

Resilience is a focus area of our School Development Plan Children and includes Protective Behaviour training for children of all ages, empowering them to respond

appropriately if feeling uncomfortable for any reason and ensuring that they have and are always aware of someone to turn to for support.

Disability:

- We liaise closely with medical and social services supporting pupils with disability undertaking relevant training and following advice. E.g. annual training for staff working with hearing impaired children. ,
- Several of our children have life-threatening disabilities e.g. Long QT syndrome, type 1 diabetes, reflex anoxic seizures and cystic fibrosis. We have worked closely with parents and all agencies involved in TAC meetings to ensure successful support and smooth transitions. This has included staff training, material adaptation and increased awareness/consideration and care by all. Parents have highly praised staff professionalism, care, supportiveness and versatility.
- We are very aware of site safety. We provide pedestrian routes within the site as well as road safety training for children in FS and KS1 as well as Bikeability training for Year 5. We positively discriminated in favour of Disabled drivers who are allowed to drive & park on site.

Gender:

- We are constantly assessing children's attainment for evidence of any barriers to learning. We have introduced strategies to develop fine and gross motor skills to improve the early skills needed for writing with a particular focus on boys, as well as addressing an identified reluctance to write in our younger boys.
- We have identified occasional homophobic comments regarding secondary school placements and have adapted practice to address these.

Race:

- Racist incidents are very rare but always addressed and are reported to the Governing Body as and when appropriate.

Other:

- The curriculum is taught in a multi-sensory way so as to be accessible for all styles of learner.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background	
1	Accessibility	Environment	Disability	Parts of the school have steps to access areas e.g. Dining Hall. Awareness only needed – address as issues arise as little can practically be done to address this area.
2	Boy's Writing	National Indicator	Gender	We want to improve boys' engagement with the writing process and thereby attainment, whilst maintaining that of girls.
3	Staff training	Teaching & Learning	Race	Some staff have not received training in supporting some key pupil groups (eg EAL/Aspergers)
4.	Parental Involvement	Partnership	All	Consultation emphasises the importance of working closely with parents/carers. We will extend the use of the CAF process ad/when

			necessary. We will extend the distribution of supportive literature and signpost available services more efficiently. Parent Partnership is integral to every area of our School Development Plan and we constantly seek ways in which to work ever more closely with our parents for the benefit of their children.	
4	Volunteer helpers	Partnership	Gender	We want to increase the ratio of male role-models helping in school. Male parents support as volunteers for trips, events or special 'days' and to hear readers weekly.
5	Visual Environment	Ethos	All	There is only a limited amount of visual materials which challenge stereotypes and promote positive attitudes to difference.
6.	Policy review	Statutory	All	An awareness of equality aspects is incorporated into our rolling programme of policy writing and review.
7.	Governor involvement	Statutory	All	Present the Equality Scheme to the Governors' School Improvement Curriculum and Ethos Committee for discussion and review annually and report outcomes to the Full Governing Body. Progress against the Action Plan to form a standing agenda item at the Summer Term Full Governing Body Meeting.
8	Stakeholder consultation	Statutory	Disability Gender Race	Implement a programme of formal consultation equality accessible to all stakeholders and consulting on all statutory strands.
9	Impact assessment	Statutory	All	Few of our statistics are broken down into the diversity strands. Further develop our proactive diversity awareness in management information.
10	Communication and publishing	Statutory	Disability Gender Race	Ensure communications with the school community are user-friendly, in plain English, accessible and easy-read. Ensure that our website is compliant with regard to our commitment to equality & diversity & inform the school community about our equality plans.

8. Action Plan

Making progress on equality issues

An action plan accompanies this Equality Scheme and this will be reviewed annually. In line with this Equality Scheme, the action plan sets out the equality and diversity objectives for the school. The action plan will be reviewed in the September Term and the revised/new plan available for publication by December of each year. The school Action Plan is informed by the responses to consultations with parents, staff, community and students.

Policy 'owned' by: Governors' Curriculum and Ethos Committee

Policy written: Autumn 2009

Policy reviewed: Autumn 2013

To be reviewed: Autumn 2016
