

## Equality Information and Equality Objectives for St Margaret's CE Primary School

Matthew chapter 5, verse 14 to 18 "You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." At St. Margaret's we are committed to encouraging all to flourish, so that their light may shine.

We at St Margaret's CE Primary School are committed to equality.

We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after school activities. As we are a Church of England school, these principles also reflect the guidance provided by The Church of England Education Office in 2017 'Valuing all God's children'.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristics to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the Public Sector Equality Duty cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

#### **Staff:**

Age	Figures change - we comply with our equality duty
Disability	20 staff gave information – 0% of staff record a disability
Gender reassignment	We would support any staff member undergoing gender reassignment
Marriage & civil partnerships	Figures change - we comply with our equality duty
Pregnancy and maternity	Figures change - we comply with our equality duty
'Race' / ethnicity	20 staff gave information - 100% record White-British, British, White or White-English
Religion and Belief / no belief	20 staff gave information. Religions include Christianity, Church of England, Catholic or Roman Catholic, and no religion. 25% Record Church of England as their religion or belief
Sex - male/female	56 staff - 89% female 11% male
Sexual orientation	We support all staff members regardless of sexual orientation

## Pupils:

Age	Pupils are aged between 4-11
Disability	0.2% record a disability
Special Educational Needs	5.5% with an SEN Support Plan or EHCP
Statements	1.2% with an EHCP
Gender reassignment	We would support any pupil undergoing gender reassignment or questioning their gender
'Race' / ethnicity	68% White-British 32% Record another ethnic background
English Additional Language	25%
Religion and Belief / no belief	55% recorded Christianity. Other religions/belief include: No religion, Islam, Hinduism, Judaism, Sikhism and Buddhism. We are inclusive of all religions and beliefs and comply with our equality duty
Sex – male/female	53% Female 47% Male
Sexual orientation	We support all pupils regardless of sexual orientation, and any pupils questioning their sexual orientation
Pupil Premium	7%
Vulnerable groups of pupils whose prior attainment may be different from that of other groups	We support all vulnerable groups

## **Equality Objectives (2020-2024)**

1. To increase pupils' awareness of different family and relationships structures and their understanding of these.

Why: The majority of pupils have limited experience of different and family relationship structures.

We will: Implement and further resource the statutory roll out of the RSE Programme within the spirit and guidelines laid out in the Church of England's 'Valuing All God's Children' document, to develop understanding of different family structures and promote tolerance and respect.

2. To continue to develop pupil awareness and understanding of different religions and ethnicities.

Why: Pupils come from a variety of ethnic backgrounds and a wide range of religious beliefs are represented.

We will: Continue to foster good relationships between all in our community and beyond, through developing and deepening our links through partnership work both nationally and internationally.

3. To ensure the opinions of all are heard, regardless of age, in the life of the school.

Why: Pupil voice is vital to both pupil well-being and pupils' development as active citizens.

We will: develop and extend pupil voice in decision making and school improvement through the School Council, pupil interviews and pupil focus groups.

## **Previous Equality Objectives (2012-2016)**

Our equality objectives:

1. Continue to develop the curriculum to cover equality issues, tackle prejudice and promote community cohesion.
2. Ensure that teaching and curriculum materials reflect positive images of disabled people, men and women in non-stereotypical roles, gay men and lesbians, and people from a wide range of ethnic and cultural backgrounds.
3. Consult and work in partnership with governors, parents, carers and other stakeholders, and local groups and organisations on equality objectives and keep a record of all consultations in order to assess impact.
4. For all staff, including lunchtime supervisors and Simply Sport, to be fully aware that a log of numbers of bullying, in particular racial and homophobic, may reflect good recording rather than a high level of bullying, and to continue to log and record all forms of bullying according to school procedure.
5. For pupils' attitudes towards cultural diversity in different religions, ethnic and socio-economic groups locally, nationally and globally to be shown in their interest in exploring, gaining understanding and showing respect.

September 2012

## **Examples of our work to promote equality in 2011 to 2016:**

- *All subject policies have been impact assessed against equality principles by staff*
- *All parents have been surveyed about accessibility to ensure that potential discrimination because of disability is eliminated. Responses have been sent to parents who queried or commented upon equality issues. Office staff assist any parent/carer requiring alternative letter formats etc*
- *All staff employed by the school have been requested to record information about their age, 'race'/ethnicity, religious beliefs and disability and information has been collated*
- *Subject Leaders continue to analyse achievement data of boys/girls, SEN and other vulnerable groups. This information continues to feed into the School Development Plan*
- *Lead teacher attended training on the Equality Act 2010 (May 2012). All staff attended training on Dealing with Racial Incidents (Sep 2012) and Citizenship (Oct 2012)*
- *Amongst other focus days/weeks the occasions of Chinese New Year, Christmas, European Day of Languages, Geography Day, Olympic Fortnight celebrated diversity and multi-culturalism*
- *Playground buddies and mini-buds*
- *School continues its links with India and France*
- *A visiting local Paralympian demonstrated her sport to the whole school*
- *Lead Governor for Equality and Diversity attended training on the Equality Act 2010 (January 2014)*
- *Lead Governor for Equality and Diversity met with Equality and Diversity Lead Teacher to discuss progress on Equality Objectives. Governing body given an update by Lead Governor for Equality and Diversity. (March 2014)*
- *'Equalities Award' application started by Lead Teacher. Information collated and submitted to 'Equalities Award' organisation- To be completed Spring 2015.*
- *Staff Meeting- All staff reminded about reporting/recording policy for bullying and racist incidents. Staff made fully aware that that a log of numbers of bullying, in particular*

*racial and homophobic, may reflect good recording rather than a high level of bullying, and to continue to log and record all forms of bullying according to school procedure. (September 2015)*

- *'Equalities Award' information and evidence gathered and submitted September 2015.*
- *LGBT+ training session attended by Lead Governor and Lead Teacher. (March 2015)*
- *Books to support LGBT+ awareness purchased. (March 2015)*
- *Home-school agreement and visitors book amended to reflect our commitment to the Equality Act. (April 2015)*
- *School given 'Equalities Award' in November 2015.*
- *Parents informed of the accreditation via school newsletter.*
- *Staff given the opportunity to discuss the new Equality Objectives which will be in place from Autumn 2016. (Spring 2016)*
- *All parents given an accessibility survey to determine if the school could do more to promote accessibility for all. All parents were satisfied with current accessibility measures. (Summer 2016)*
- *Parents surveyed with regards to the new Equality Objectives. Parents given the opportunity to provide feedback. (Autumn 2016)*
- *Accessibility lift installed in Junior building (Summer 2017)*
- *Dropped curbs and ramps installed around all pupil access points (Summer 2017)*

### **Previous Equality Objectives (2016-2020)**

Our equality objectives:

These relate to:

- Fostering good relationships
  - Enhancing equality of opportunity
  - Promoting understanding of discrimination
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- Further develop our work in fostering good relationships linked to age, disability and religion.
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- Further enhance equality of opportunities in extra-curricular activities linked to the protected characteristic of gender.
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- Further promote understanding of discrimination through education, curriculum and resources linked to the protected characteristics of ethnicity, sexual orientation and gender identity.

September 2016

## **Examples of our work to promote equality in 2017-20:**

- *Consultations with staff and parents regarding implementing guidance from Church of England provided in document 'Valuing all God's children' specifically focused on combatting forms of homophobic, biphobic and transphobic bullying. Equality policy and Anti-bullying policy updated to reflect this. (November 2017)*
- *Consultations with staff and parents regarding implementing new RSE guidelines and curriculum (November 2017)*
- *All staff employed by the school have been requested to record information about their age, 'race'/ethnicity, religious beliefs and disability and information has been collated*
- *All subject leaders have been requested to impact assess subject policies against equality principles*
- *PSHCE lead attended Stonewall training day (Feb 18) and Primary Gender Identity training (June 18)*
- *Interfaith Week (5th-9th March) and whole school celebration*
- *Whole staff Stonewall training (April and June 2018)*
- *Received 'Stonewall School Champion' certificate (March 2018) in acknowledgement of commitment to challenging bullying, championing diversity and celebrating difference.*
- *Review of resources to support RSE curriculum*
- *RSE briefing for parents (June 18)*
- *Multi-agency meetings to ensure provision for children with disabilities is effective*
- *SLA with EWEL Team to ensure effective support for children with disabilities*
- *Staff training to support children with their mental health*
- *Restorative justice training for all teaching staff and lunchtime supervisors*
- *All staff employed by the school have been requested to record information about their age, 'race'/ethnicity, religious beliefs and disability and information has been collated (annual)*
- *All subject leaders have been requested to impact assess subject policies against equality principles*
- *Installation of a lift and refurbishment of junior disabled toilet*
- *Staff Thrive training*
- *Trialled Thrive screening of classes to plan cohort specific PSHE programme*
- *Resources purchased to support Thrive*
- *SEN resources purchased to support children with disabilities*
- *All parents surveyed about accessibility*
- *Staff training relating to support for specific needs*
- *Purchase of resources to support children with specific needs*
- *Staffing reorganisation to ensure yard is an inclusive play space*
- *Attendance at sporting events specifically for children with disabilities*
- *RSE Curriculum trialled in school prior to statutory roll out in Sept 2020*
- *Attendance of RSE lead at training (March 20)*
- *Termly update to governors regarding equality and accessibility*
- *RSE Policy approved December 2020*
- *Regular welfare calls during lockdown made to ensure continued engagement of all children in their learning*

**We will update our equality objectives every four years and we will publish progress on them annually in our equality information**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.*

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage are more appropriate.

Helen Tait

December 2020

Review of Equality Information due:

December 2020

Review of Equality Objectives due:

November 2020

Agreed by the Governing Body: