



'Success through work and play'

Equality Scheme

2012/13 to 2015/16

Contents

1: Vision and Values	3
2: School Context	5
3: Legal Background	7
4: Roles and Responsibilities	8
5: Stakeholder Consultation	11
6: Impact Assessment	12
7: Our School's Equality Priorities	13
8: Action Plan	15

1: Vision and Values

Our equality vision and the values that underpin school life

The Mission Statement for St Giles' C of E Primary School is:

'Success through work and play'

VISION STATEMENT:

At St Giles we aim to provide a caring and supportive environment for all pupils within the context of a Christian Community. St Giles School strives to give all children every opportunity to grow and achieve. We are concerned that each child should develop as a whole person, academically, physically, socially, emotionally, morally and spiritually. The ethos of our school demonstrates equality, consideration for others, fair play, self-control and respect and tolerance of different ways of life. Educationally we aim for all children to achieve their full potential. This aim is addressed throughout our school policies, which are regularly reviewed.

OUR VALUES:

In the education of children at St Giles School, we value:

- The Christian ethos of the school
- The individuality of each child within the school community;
- The right of every child to the best quality education within a safe and supportive learning environment;
- The importance of teaching children to become responsible and effective citizens of the 21st century.

To achieve this we will:

- Respect the equal human rights of all our pupils and respect them about equality
 - Promote positive attitudes to disability by enabling all involved in the school community to contribute to and have access to all activities
 - Create an environment where respect and racial harmony allow all pupils to reach their full potential
 - Promote gender equality in all aspects by challenging stereotypes, achievement gaps and self-limiting aspirations
 - Take account of difference* and help children to overcome barriers to learning so as to promote achievement and fulfilment in all our pupils (* e.g. disability, gender, race, religion, social context, sexual orientation, vulnerable child status)
 - Respect the equal human rights of our staff and other members of the community
 - Comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.
-
-

2: School Context

The characteristics of our school

A brief description of our school and its community setting:

St Giles' Church of England Primary School is at the heart of the community. Recognising its historic foundation the school preserves and is developing its religious character in accordance with the principles of the Church at Parish and Diocesan level

St. Giles' is situated in an attractive rural setting next to the village green in South Mymms. It is a small school with 4 classes and a maximum intake number of 15 in each year group.

St. Giles is a Church school and as such has strong links with the Parish Churches of St. Giles, South Mymms and St. Margaret's, Ridge. The children are encouraged to see the world from a Christian perspective with its emphasis on caring, tolerance, humility and collective worship.

Characteristic	Total	Breakdown (number and %)
Number of pupils	103	48 Boys (49.5%), 50 Girls (50.5%)
Number of staff	17	16 female (95%), 1 male (5%) + P/T Sports Coach
Number of governors	10	8 female (80%), 2 male (20%)
Religious character		Church of England
Attainment on entry		(we don't do baseline assessments anymore so not sure what req'd here!)
Mobility of school population	7	5 in and 2 out so far this year
Pupils eligible for FME	10	
Deprivation factor	0.14%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	32	
Disabled pupils (no SEN)	0	
BME pupils	17	
BME staff	0	
Pupils who speak English as an additional language	3	
Average attendance rate	96.2%	
Significant partnerships, extended provision, etc.		Active in the parish of South Mimms and Ridge Part of Diocese of St. Albans Part of the local Extended Schools Consortium
Awards, accreditations, specialist status		Healthy Schools and Activemark 2008 ECO Schools Bronze Award

Current situation

The standard procedures and processes of our school – disability

Internal and external summative data analysed carefully to identify any inclusion issues.

Staff training on bullying, including disabled bullying is up-to-date.

All school activities, including before and after school activities, are open to all pupils.

All disabled bullying reported and recorded in line with Herts CC procedures and guidance. Any incidents are followed up and monitored closely.

We work closely with outside agencies to support pupils with disabilities.

Provision mapping ensures support for teaching and learning most effectively used.

Any building programmes are assessed in light of accessibility issues; e.g. disabled toilet facilities.

School policies reflect the school's commitment to inclusion

The standard procedures and processes of our school – gender

Internal and external summative data analysed carefully to identify any gender issues

Staff training on range of bullying, including homophobic and sexism, up-to-date

All homophobic or sexist bullying reported and recorded in line with Herts CC procedures and guidance. Any incidents followed up and monitored closely.

Themes in curriculum provision monitored to ensure they are not overtly more attractive to one gender than the other.

All school activities, including before and after school activities, are open equally to boys and girls.

(We run separate boys and girls football sessions as the children themselves requested this)

School uniform: girls allowed to wear trousers if they want

Roles, such as School Council, reflect the gender balance in school.

The standard procedures and processes of our school – race

Internal and external summative data analysed carefully to identify any race issues

Staff training on racism up-to-date

Any incidents of racist bullying reported in line with Herts CC procedures and guidance. Any incidents followed up and monitored closely (this includes the use of Herts CC data on racist bullying). We also address incidents in class and, if necessary in Key Stage/whole school assemblies.

We involve regularly a range of external cultural activities for children: eg. visits to mosque/temple; black history exhibition; visiting groups for dance and music from other cultures

We study major world faiths as part of our RE curriculum

We engage with overseas children Centres in Nairobi and Kenya

The standard procedures and processes of our school – community cohesion

Our curriculum and all school activities are delivered within the context of our Christian beliefs. This means that the central theme of the gospels, that we should seek to love one another, is also central to the teaching and learning in school.

We take a regular, active part in local community activities: e.g. inter-schools sports; Potters Bar Arts Exhibition; and Potters Bar Carnival

We support a range of charities and projects, locally, nationally and internationally, through fundraising.

We include national/international themes and issues in our curriculum: e.g. 2012 Olympics; Justice themes through RE (right to clean water, education etc)

Class 4 children communicate with children in Nairobi Children's centre

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 2010*

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

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 Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher, Mrs Susan Ridge, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

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

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEN/LDD (including bullying incidents)	Headteacher
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher
Stakeholder consultation	Headteacher and Governing Body
Policy review	Governing Body and staff
Communication and publishing	Governing Body

Commitment to review

The school equality scheme will be aligned with the School Development 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 as broadly as appropriate. To this end, a report on progress will be included in the annual Governor's Open evening.

Commitment to action

Governors will:

- | | |
|--|---|
| Policy Development Policy Implementation | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community |
| 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 individual managers, 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) |

Headteachers 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 ● Consult 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 managers and staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold line managers accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, 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 |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) |
| Public Sector Duties | <ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme |

All staff: teaching and non-teaching will:

- | | |
|----------------|---|
| Policy | ● Contribute to consultations and reviews |
| Development | ● Raise issues with line managers which could contribute to policy review and development |
| Policy | ● Maintain awareness of the school's current equality policy and procedures |
| Implementation | ● Implement the policy as it applies to staff and pupils |
| Behaviour | ● 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 | ● Contribute to the implementation of the school's equality scheme |
| Duties | |

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 a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition we will:

1. Establish an Equality Working Group, to include representatives from pupils, parents, staff and governors, to address issues raised about disabilities, gender, race and community cohesion through the consultation process.
2. Work with the Dioceses and other agencies to determine how we best identify and address other issues, such as those around vulnerable 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 reported to the governors each June.

7: Our School's Equality Priorities

Key priorities for action

Achievements to date

Disability: We have identified accessibility issues at GB level in plans for future development of school site.

Gender: Responded to parents request for girl's single sex football as well as mixed. Now an after school club and participation in Arsenal girls competition.

Race: We have raised the profile of the diversity of cultural origins of pupils and parents in our school by inviting parent/carers from diverse cultural backgrounds to visit the school and share their beliefs. Also held a well attended French breakfast event with staff, pupils, parents and Governors.

Community Cohesion: We have developed strong links with Children's Centre in Niarobi Kenya.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1 Attainment in reading	National Indicator	Gender	Statistics have shown that writing is a priority for all school, but there has been a slight under achievement in boys.
2 School Security	Statutory	Disability	We will carry out a termly review of the school security and respond to changes in the school environment to ensure that all pupils and staff, with particular attention to the more vulnerable, are safe at all times
3 Racist and Bullying Incidents	Herts Priority	Race, Gender and Disability	We ensure that there is an annual awareness update for all staff, and that it is included as part of the Induction process.
4 Staff recruitment	Staff	Disability	We have a disabled toilet. We need to make staff aware that there are stairs down to the kitchen, and classes 3 & 4, who are situated upstairs.
5 Staff Recruitment	Staff	Gender	We have only 2 male members of staff and will look at ways that we can involve greater involvement of males in school.
6 Review of resources	Ethos	All	No formal review of the resources needs to be done to ensure that stereotypical images/concepts are minimised. We will seek to involve the whole school community in this, starting with subject leaders.
7 Policy review	Statutory	All	We need to incorporate an examination of equality aspects as part of our rolling programme of policy reviews. These are

			updated in line with the policy table when up for review or when a Government Act changes and we need to consider this.
8 Stakeholder consultation	Statutory	Gender, race , disability	Our previous formal questionnaires have not included discrete questions on these areas. We will include these in our next questionnaire and look at other, less formal ways of seeking stakeholder views
9 Impact assessment	Statutory	All	We continue to develop our pupil tracking and statistical analyses to include the various diversity strands
10 Communication and publishing	Statutory	Gender, race , disability	We will look at how we can best include this on our website and at other ways we can appropriately inform the school community about our equality plans.

8: Action Plan

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Boy's attainment in writing	NI	Gender	<ul style="list-style-type: none"> • See School Development Plan, for how this issue will be addressed • • • • • • • 	SLT	Analyses of end of year outcomes across the school Report to GB as part of reporting on progress and achievement
2 School Security	S	Disability	<ul style="list-style-type: none"> • We will carry out a termly review of the school security and respond to changes in the school environment to ensure that all pupils and staff, with particular attention to the more vulnerable, are safe at all times • • • • • • • 		Combined with H & S Termly review reported via Resources Committee to Governors
3 Racist and Bullying Incidents	Herts Focus	Race	<ul style="list-style-type: none"> • INSET for all staff on identifying and reporting racist incidents 	Headteacher	Review impact at end of Sept 2009

				<ul style="list-style-type: none"> Analyse Herts statistics on racist incidents and monitor schools' incidents in the light of these statistics to identify further areas for development 	Head and SLT	Include as part of SEF reporting for Section 4 and 5. GB to review these sections as part of rolling programme of reviewing SEF Report to GB the outcomes of feedback Continue to report incidents to HCC
			<ul style="list-style-type: none"> Monitor any incidents in school looking at frequency, those involved etc to determine if further training for staff is needed 	Head		
			<ul style="list-style-type: none"> Share the school's definition of racist incidents with pupils and parents and take feedback 	Head		
			<ul style="list-style-type: none"> Use any feedback to further develop school's procedures for dealing with racist incidents and plan for specific programme of teaching to address any needs identified. 	Head and all staff		
			<ul style="list-style-type: none"> Establish an Equalities Working Group to further develop issues around this aspect. 	Head + governor and member of staff		
			<ul style="list-style-type: none"> Include racism aspect in work on e.safety, to include e.bullying 	ICT Leader		
			<ul style="list-style-type: none"> 			
4	Staff Recruitment	Staff	Disability	<ul style="list-style-type: none"> Ensure our website and documentation sent to prospective staff has clear indications as to the limitations of accessibility in the school. 	Mrs Willett and Head	Equalities Group to monitor
				<ul style="list-style-type: none"> 		
5	Staff Recruitment	Staff	Gender	<ul style="list-style-type: none"> Look at ways in which we might encourage more men to apply for any jobs in school 	Personnel committee and SLT	Personnel to report to GB on outcomes

				<ul style="list-style-type: none"> • Identify ways in which more male volunteers etc can be encouraged to come into school 	All staff	
				<ul style="list-style-type: none"> • Employ a male TA to work with identified children on self-esteem/confidence/resilience 	Personnel and SLT	
				•		
				•		
				•		
				•		
				•		
				•		
6	Review of resources	Ethos	All	<ul style="list-style-type: none"> • Audit resources on a rolling programme to ensure that they are appropriate in terms of equality and diversity aspects 	Subject Leaders	SLs to report to Head and to Gobs as part of their reporting to Curriculum Committee. School Council to also report to GB as part of their annual report.
			<ul style="list-style-type: none"> • Identify any resources that need to be replaced or gaps to be filled and allocate appropriate budget to meet the needs. 	SLs and SLT		
			<ul style="list-style-type: none"> • Ask School Council to raise this with children and devise appropriate procedures for children to report any resources they feel stereotype people or roles. 	Head and School Council		
			<ul style="list-style-type: none"> • We will continue to work towards achieving the Fair Trade School accreditation 	SLT/RE Leader		
				•		
				•		
				•		
				•		
				•		
7	Policy reviews	Statutory	All	<ul style="list-style-type: none"> • Devise a pro-forma checklist for leaders to use when reviewing policies to ensure that equality and diversity aspects are addressed 	GB	Checklists filed as evidence of review having taken place.
			<ul style="list-style-type: none"> • Policies all have equality and diversity addressed 			
			•			
			•			
				•		

				•		
				•		
				•		
				•		
8	Stakeholder Consultation	Statutory	Disability Gender Race	<ul style="list-style-type: none"> • Devise discrete questions for next formal questionnaire for parents (April/ May) 	GB	Gb to monitor with SLT: outcomes from consultations inform future whole school planning
				<ul style="list-style-type: none"> • Identify further ways of garnering stakeholders' views on equality and diversity 	SLT	
				<ul style="list-style-type: none"> • Feed results of both into further planning 	SLT/GB	
				•		
				•		
				•		
9	Impact Assessment	Statutory	All	<ul style="list-style-type: none"> • Formal written reports to GB will have progress and achievement of specific groups highlighted 	SLs and Head	SEF has reports on separate groups GB to monitor as part of their ongoing monitoring
				<ul style="list-style-type: none"> • Devise class sheets on Assessment Manager 7 to group children in specific groups for tracking purposes 	SLT	
				•		
				•		
				•		
				•		
10	Communication and Publishing	Statutory	Disability Gender Race	<ul style="list-style-type: none"> • Equality Working Group to establish how best we can share our equality and diversity commitment with stakeholders 	EWG(Equality Gov, HT & Chair)	Website has links to how people can access information about E & D
				•		

- -
 -
 -
 -
 -
 -
-