

# Stoke Holy Cross Primary Equality Policy and Objectives



<b>Formally adopted by the Governing Board of:-</b>	<b>Stoke Holy Cross</b>
<b>On:-</b>	<b>February 2022</b>
<b>Chair of Governors:-</b>	<b>Revd Lyn Marsh</b>
<b>Last updated:-</b>	<b>February 2016</b>

**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the contents to be explained to you in your language please contact:**

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## **Foreword**

This plan sets out the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

It is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. It includes equality information about our school and our equality objectives, which are reviewed as part of a four-year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

**Jeannette Chaney - Headteacher,  
Rev Lyn Marsh - Chair of Governors**

## **1 Introduction**

### **Introductory Notes**

Stoke Holy Cross Primary School is a one form entry school in Stoke Holy Cross, Norfolk. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data, to inform our planning and objectives.

### **Legal Framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation.

Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.

We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

*(Note: The responsible body is the governing body for maintained schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)*

The school must also comply with its equality duty under the Equality Act 2010. This requires the school to have due regard to the need to:

- a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- b. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## **2 Our school ethos, values and visions**

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make the best possible provision for all pupils
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

### **3 Our school profile**

Stoke Holy Cross Primary is a village school with 206 children, situated a few miles south of Norwich. The majority of our children live in the villages of our catchment area although a significant minority travel from Norwich or villages outside of our catchment area.

51% of pupils are female  
49% of our pupils are male.

98% our pupils are White British and 2% of children are from ethnic minority groups.

96% speak English as their main language.  
4% of pupils speak English as a second language.

11% of children are eligible for free school meals (Ever6).

14% of the pupils are disadvantaged.  
3% of pupils are Post/Looked After Children Post/LAC.

13% of children are on the SEN register.  
2% of those pupils have an EHCP.

*(All data based on January 2022 Census)*

#### **4 Collecting and analysing equality information for pupils at Stoke Holy Cross Primary School.**

Stoke Holy Cross is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves, and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse the following equality information for our pupils:

- Attainment Standards
- Attendance Standards
- Exclusions
- Complaints of bullying and harassment
- Prejudice related incidents
- Engagement in school activities
- Rewards and sanctions
- Representation on school bodies e.g. school councils, Eco group,

We have identified the following issues from this information-gathering exercise:

- Where the data involves very small percentages of the school population, it is difficult to draw conclusions.
- There are opportunities for us to collect and analyse further equality data in terms of participation in school events.

We have used this information to develop our equality objectives, which are included in our Action Plan (appendix A)

#### **5 Collecting and analysing equality information for employment and governance at Stoke Holy Cross Primary.**

Stoke Holy Cross Primary is committed to providing a working environment free from discrimination, victimisation and harassment.

Stoke Holy Cross Primary also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We receive the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

*(We do not need to publish information as we have fewer than 150 employees, and individuals should not be identifiable.)*

We have identified the following issues from this information-gathering exercise:

- We do not currently collect information on the Governing body profile

## **6 Consultation and involving people**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented. This is how we did it. (Examples listed below)

- Contact with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies

## **7 What we have achieved so far**

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

### **Successes in eliminating unlawful discrimination, harassment or victimisation**

- There have been no allegations of discrimination against the school or staff.
- The majority of children feel safe in school. (Dec 2021)
- Aspects such as bullying are highlighted every year in 'anti-bullying week'.
- Our PATHS curriculum underpins our 'Golden Rule' – treat others, as you would wish to be treated.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- The curriculum builds on pupils' starting points and is scaffolded to ensure the inclusion of all pupil groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. We report incidences to Norfolk County Council as required.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Through our curriculum, we include the contribution of different cultures to world history and that promote positive images of people.
- Our curriculum 'spine' gives all classes the chance to study a diverse range of people, who have contributed positively to the world.

- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

### **Race Equality**

- Our PSHE curriculum teaches about differences.
- We display positive images around school and our library texts represent our pupils' heritages.
- There is diversity in our School Council, sport representation.

### **Disability Equality**

- School is fully accessible to people with a wide range of disabilities - wheelchair access, large disabled changing room with full facilities, sensory and quiet areas.
- All pupils have full access to the curriculum, including visits and physical activities.
- Pupils with disabilities have represented the school at sports competitions.
- All pupils participate in school sports and in-school cross country events.
- Venues for school trips and residential visits considered, to ensure all pupils can participate.

### **Gender Equality**

- Progress and attainment is regularly monitored with regards to gender differences and specific target groups are identified for support and focus in each cohort.
- Where there are issues arising around gender attainment, intervention is put in place i.e. After School Maths Club (for girls).
- Boys and girls have equal access to the curriculum and after school clubs.
- There is a variety of staff working in Lower School, KS2 and as members of the Senior Leadership Team.

### **Age Equality**

- The recruitment of staff does not depend on their age. The LA form used for job applications promotes this stance, as no date of birth is recorded.
- The school currently employs staff from their 20s to their 70s.

### **Fostering Good Relations**

- In the Early Years Foundation Stage and in Key Stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Judaism in some detail.
- Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly, children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart to children how important faith, belief, worship and prayer are to some people.
- We have strong links to the local church.
- All children are encouraged to attend and participate at their own level.
- We follow the Agreed Norfolk Syllabus in our religious teaching.



- Parental requests for withdrawal of pupils from acts of worship are made and accommodated, where possible.

## **8 Equality impact assessments**

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions particularly taking into account protected characteristics. Where negative impacts are identified, we will take steps to deal with this and make sure equity of service to all.

EIAs help the governing board to assess how effectively the school is having due regard to the equality duty.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

Our focus presently turns to:

- Recruitment – how do we ensure that the equality duty is met when advertising vacancies, shortlisting, interviewing and offering employment?
- Governing Board – how do we ensure that we encourage diversity on the Governing Board and how does the Governing Board monitor the school's compliance with its equality duty?
- Unconscious bias – how do we mitigate unconscious bias amongst staff, Governors and all visitors to school?
- Review – using EIAs, how effectively is the school implementing this policy in respect of its various stakeholders, including pupils?

## **9 Other School Policies**

We have used our existing school policies to inform our Equality Policy/ and Plan and these include:

- School Improvement and Development Plan (SIDP)
- SEN policy
- Accessibility plan
- Anti-bullying policy

## **10 Roles and Responsibilities**

**Under this section, we identify who will be responsible for undertaking action in relation to the specific duties and our equality objectives.**

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented.
- Our Headteacher is responsible for the implementing the policy and action plan, for ensuring staff are aware of their responsibilities that they are given appropriate training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff will:
  - -Promote an inclusive and collaborative ethos in our school;
  - -Deal with any prejudice related incidents that may occur;
  - -Plan and deliver a curriculum that reflects our principles;
  - -Keep up to date with equalities legislation relevant to our work.
  - -Ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.
  - Ensure our pupils show responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

## **11 Commissioning and Procurement**

Stoke Holy Cross is required to comply with its equality duties when commissioning services from third party suppliers. The Governing Board will monitor the Head Teacher in ensuring that these duties are met during the tender, selection and delivery phases.

## **12 Publicising our Equalities Policy**

Our Equality Policy is accessible to all persons within our local and school community on our school website. This will be signposted in the following ways:

- At staff meetings
- In newsletters
- Class assemblies
- Staff and pupil induction
- Parent meetings – Intake evening,

### **13 Review of Progress**

We will continue to review, at least annually, the actions we have taken in meeting our general and specific duties under the Equality Act, our equality objectives will be reviewed as part of a four-year cycle.

This will include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information (e.g. racist incidents log sent to County)
- A summary from equality impact assessments undertaken (e.g. EAL progress feedback, Inclusion/SEN)
- An update of the progress made against priorities (see impact review)
- Celebrating what we have achieved in relation to promoting community cohesion (e.g. SMSC portfolio, Head Teacher's report, website, Facebook)

### **14 Ongoing evolution of our Equalities Policy**

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Policy and objectives. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at Full Governor meetings
- Having staff available to discuss equality and diversity matters.
- Having school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

## 15 Stoke Holy Cross Primary School Equality Policy Action Plan 2022 - 2026

Indicate here which protected characteristics are covered by your objective: Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM)										Planned Outcome	Planned Actions/Success Criteria	Time-scale	Actioned by	Monitored by
R	D	G	S	A	M/CP	R	S	P	M					
x	x	x	x	x	x	x	x	x	x	There will be a named Governor to oversee the Equality Policy.	Identify a named Governor  The Governor is proactive in monitoring Equality Policy and Equality, Diversity and Inclusion (EDI) across the school.	Feb 2022	Chair	FGB
x	x	x	x	x	x	x	x	x	x	To be aware of the Governing body profile	Collect and analyse equality information for the Governing Body.  Named Governor to audit Governing Board profile.	May 22  May 23	Govs	Govs
x	x	x	x			x	x			Staff training -Unconscious Bias -EDI - Gov training on Equality duties	CPD arranged for staff.  CPD arranged for Govs (unconscious bias and training on Equality duties)	July 22  Dec 22	Head  Training Gov-Mr Claxton	Head/ Govs
x	x	x	x	x	x	x	x	x	x	To have a regular slot at School Council meetings to discuss EDI issues.	Incorporate item on School Council agendas annually.  School Council action plan shows objective.  Collect School Council perceptions of equality generally but also in relation to school process specifically: -how children are selected for sports, clubs, other school events -responsibilities – class monitors	July 2022 - report to FGB  Jan 2023	Mr Claxton/ School Council	Head/ Govs

x	x		x					x			To ensure that the school library and school displays promote diversity in terms of race, disability, gender and ethnicity.	Visual monitoring of displays. Sample audit of books.  Discussions with children & staff to assess impact.	July 22  Dec 22  July 23	Teachers/ subject leads  Governors in monitoring visits	FGB					
x	x	x	x	x	x	x	x	x			Build a curriculum which reflects modern Britain and all of its diversity	Curriculum development ensures equality education is embedded and supports our aims and values.  Staff are able to explain how/where EDI features through the curriculum.  Pupils show understanding of EDI.	July 22  July 23  July 24	Head	FGB					
x	x	x	x	x	x	x	x	x			To make all staff aware of Single Equality Scheme and raise awareness of their responsibilities/duties	Equality Policy features as a regular agenda item at staff, SLT and Governor meetings.  Staff are active teaching EDI. Staff are proactive in dealing with and reporting any incidences of prejudice-related behaviours/acts.	May 22  Jan 23	Head	FGB					
x	x	x	x	x	x	x	x	x			To undertake equality assessments to identify the impact or effect of	Conduct Impact Assessments:  -recruitment  -Governing Board  -Unconscious bias	Dec 22  Dec 23  Dec 24	Head/ Govs	FGB					

								our policies, procedures, functions .				
								To involve parents/ Carers in reviewing the purpose and success of our EDI policies, Procedures and functions .	Design and distribute a survey to parents/carers. Analyse results and evaluate policy purpose and function for our stakeholders. Incorporate responses into the policy review, where possible.	Dec 22	Head	FGB