

Equality Objectives Review for 2016-17

Foreword

St Nicholas C of E Primary School aims to ensure that every child and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents and school governors. Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation. Under the general duty, schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to: (1) Eliminate unlawful discrimination and harassment (2) Advance equality of opportunity (3) Foster good relations between different groups.

Review of the six objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

- St Nicholas C of E Primary School ensures that all job adverts are widely advertised to promote a diversity of candidates.
- In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.
- We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Three staff members/governors are trained in 'Safer Recruitment' and at least one member of the recruitment panel will have had this training.
- Our appraisal procedures are staff led and all staff have equal opportunities for CPD.
- We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is over seen by the Governing body sub-committee, Staffing.
- Our admissions policy follows the Warwickshire admissions policy, appeals are also handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.
- As a Church of England school we seek staff and governors who will promote our Christian ethos but do not discriminate against other faiths.
- The school has a Flexible Working Policy to ensure that where possible flexible will be accommodated subject to the criteria within the policy.

2. To prepare all young people for life in a multicultural, multi- faith society in Britain, Europe and the world.

- We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; European

Referendum week- children given opportunity to vote 'in or out'; Faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year.

- An audit of our school's curriculum and extra-curricular activities shows that opportunity for children to develop Social, Moral, Spiritual and Cultural (SMSC) awareness permeates through the whole curriculum and ethos of the school.

"The school recognises the need, however, to enhance pupils' knowledge and understanding of other world religions to prepare them for life in a multi-faith society." SIAMS April 2017

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.

- Staff identify the needs of all children early through assessment and review.
- We have a holistic approach to supporting all children through: the Parenting Project, listening service, Mentor Link, yogarillas, play therapy, therapeutic writing, critical incident team, ill health team, school nurse (COMPASS), Forest School, friends for life, life space, WAYC, ECHOES, MOVES and Steps to Progress (please see the SEN Information Report on our website for more information).
- Specific interventions take place throughout the school the impact of these are reviewed and monitored regularly with adaptations implemented where necessary.
- SEN Policy, SEN School Information Report, Inclusion Policy, Pupil Premium Policy, Supporting Children with Medical Needs are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.
- The Accessibility plan has been reviewed and agreed this academic year (2016) and will be reviewed in 2019 or earlier if necessary. This plan is available on the school's website.
- The school works with external agencies to ensure children receive the specialist support they require.
- Pupil profiles ensure that the progress of SEND children is tracked and monitored throughout their school life and beyond.

"Effective use of Growth Mindset and nurture rooms, such as The Beach Hut, run by staff and social agencies support pupils to overcome challenges. Highly effective intervention programmes and excellent SEND (special educational needs and/or disability) provision has a direct life-changing impact on all pupils and particularly those with deep seated needs. This is a strength of the school. The introduction of the Forest School has impacted upon the emotional needs of specific pupils to optimise their learning potential." SIAMS April 2017

4. To respond positively to the needs of pupils, parents and staff with English as an Additional Language (EAL).

- The school employs the services of EMTAS (Ethnic Minority and Traveller Achievement Service). An annual plan has been made to support each of the children with English as an additional language.
- Through EMTAS, support is offered to parents in order for them to access school communication, services and wider support.
- The school ensures that staff with EAL are supported to feel part of the community.

5. To eliminate any discriminatory practices and reduce prejudice as much as possible.

- At St Nicholas C of E Primary School we monitor academic achievement by analysing results and other relevant pupil data by sex, race, ethnicity and any other vulnerable groups.
- All children have work celebrated around the school through displays and celebration assemblies during the school year.
- Senior Leadership award stampers to all children who display positive learning dispositions including perseverance, collaboration, resourcefulness and reflectiveness.
- Staff ensure that displays around the school reflect a variety of positive images
- Staff have an awareness of the needs of each individual and give equal attention and opportunity to all. Every day is a new day and children are not prejudged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems such as the 'moral code' to frame conversations. Praise is given for effort and is specific and meaningful to the child.
- Attendance is monitored by Senior Leadership and governor using criteria set out in the Attendance Policy. Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made.
- Children sit with 'talk partners' these change on a weekly basis and are selected randomly. This system has improved relationships within each class as all children are expected to work collaboratively with every other child in the class.
- Lolly sticks are used to randomly select children to respond to questions after they have discussed the options with their talk partner. This ensures that no bias is given when asking children to take part in classroom discussion. This strategy is within a safe learning culture.
- Children in Year 5 children are trained to be peer mediators and in year 6 children are 'buddies' supporting children during break and lunch times.
- Provision is made available for individual children who may not have time or support at home. This includes access to IT equipment when necessary.
- Pupil voice is important at St Nicholas C of E Primary School and the school council have an important role in school improvement. Several ideas have been implemented during this academic year.

"An effective school council allows the pupil voice to contribute to decision making. Pupils are given leadership responsibilities through positions such as Peer Mediation." SIAMS April 2017

6. To promote: positive attitudes towards the richness provided by individual diversity and cultural variety.

- At St Nicholas C of E Primary School, diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled.
- We treat all of our school community with respect and kindness:
Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.
Our school governors are welcomed into school and work in partnership with other staff members. Employees, parents and children are listened to and this has been demonstrated in changes to the curriculum, homework, Total Recall and the purchase of new playground equipment. The Friends of St Nicholas are supported through meetings and volunteers from the school staff to assist with events.

“Strong partnerships exist between the school and the diocese, multi-agencies and with members of the local community.... Pupils also have a deepening sense of Christian identity and are provided with activities and reflection opportunities to celebrate diversity within society... Wider community links are strong. For example, current effective strategies include interschool links and Farming Overseas Action Group, which are examples of strong effective practice and development in school.” SIAMS April 2017

- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. Three examples of this are:
 - a) **Year 2’s Summer Term theme, Pioneers**- which challenges stereotyping, women’s rights and the social rights movement.
 - b) **Year 3 Summer Term Theme, Extreme survival**-different societies have different beliefs and these can be affected by the environments they live in
 - c) **Year 4 Spring Term Theme, The World’s Kitchen**- reflect on the lives of others around the world, reflect on the way that cultures are represented in stories

- **Our PSHE Curriculum promotes:** relationships, health and Well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, sexual orientation, discrimination and equal opportunities, sex education, saying no, managing risk and change, cyberbullying and personal safety.

- **Our RE curriculum teaches:**

Religious education in the foundation stage

During the foundation stage children should begin to explore the world of religion in terms of its more tangible and concrete forms. For example, children should encounter objects, festivals, foods, games, clothing, music, ceremonies, rituals and books, associated with different religious traditions. They are made aware of local places of worship and have opportunities to visit places of worship. They are helped to appreciate that there is a rich, colourful and diverse world of religious traditions and that these are not to be found only in distant countries but can often be seen locally in their own immediate community. They have opportunities to listen to and talk about religious stories, particularly stories associated with kindness, sharing, courage and diversity and which reflect a respect for all forms of life. Children should be introduced to simple religious words. They learn the names of the principal religious traditions and be helped to organise their growing knowledge so that they do not confuse one religion with another. Children also learn about pattern and beauty in the natural world. They are encouraged to reflect on what beliefs or convictions of a religious or spiritual nature may arise from our experience of the natural world. Children should be encouraged to talk about their own beliefs and deepest convictions.

Religious education in Key Stage 1

By the end of Key Stage 1	
(A) knowledge and understanding	(B) ideas and insights
Pupils should be taught to:	Pupils should be taught to:

<ul style="list-style-type: none"> • know and be able to name a variety of religious traditions • identify some festivals, rituals, ceremonies, places of worship, objects and leaders of religion with the religion they are associated with • know some important religious beliefs and be able to associate them with particular religions • recall a variety of religious stories, know the religion they are associated with and suggest in simple terms what the story means. 	<ul style="list-style-type: none"> • show curiosity and be able to raise questions about the religious beliefs and practices they have learnt about • share and talk about what matters to them, their own beliefs, values and convictions attempting to support their views in simple terms using reasons • be able to talk about right and wrong attempting to support their views in simple terms using reasons
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Religious education in Key Stage 2

By the end of Key Stage 2	
(A) knowledge and understanding	(B) ideas and insights
Pupils should be taught to:	Pupils should be taught to:
<ul style="list-style-type: none"> • know a variety of practices and activities associated with particular religions and understand why these may be undertaken, what value they may have for practitioners, and how they may relate to beliefs and teachings • identify and begin to describe similarities and differences within and between religions • know and develop their understanding of key aspects of religions especially those that relate to beliefs about salvation, God, or an Ultimate Reality or destiny 	<ul style="list-style-type: none"> • raise relevant and thoughtful questions about the religious beliefs and practices they have learnt about • share and talk about what matters to them, their own beliefs, values and convictions, justifying their ideas using reasons and relevant evidence • be able to talk about right and wrong with regard to living in relationship with other people and also some contemporary moral issues, attempting to justify their ideas using reasons using reasons and relevant evidence
<ul style="list-style-type: none"> • develop a deeper knowledge and understanding of religious language and how it may be understood in ways other than literal 	<ul style="list-style-type: none"> • develop their vocabulary, both their religious vocabulary but also the language needed to engage in courteous discussion and exchange of ideas with others

- **Collective Worship:**

Our Collective Worship includes opportunities that challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society.

We have school worship every day: **Monday**- SEAL assemblies, **Tuesday** and **Wednesday**- Values assemblies or class worship, **Thursday**- church visitors or sung worship and **Friday**- Celebration assembly

Our Values assemblies cover topics such as: Wisdom, Humility, Trust, Peace and Compassion
Our SEAL assemblies cover the topics of: Change, Getting on and Falling Out, Going for Goals,
New Beginnings and Relationships

“Clever use of inclusive language allows all pupils to listen, reflect and respond appropriately so that they are spiritually nourished... During worship a range of experiences are used such as prayer, silence and music, all of which attempt to stimulate pupils’ attention and atmosphere.” SIAMS April 2017

Review completed June 2017

by Senior Leadership and Governors; ratified by the Full Governing Body.