

Equality Objectives Review for 2019-20

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 nine protected characteristics to: (1) eliminate unlawful discrimination and harassment; (2) advance equality of opportunity; and (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 appropriate job vacancies are widely advertised to promote the 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 based on our MAT Values, Inspiration, Nurture, Respect and Collaboration, 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 overseen by the Governing body sub-committee, Resources.
- During Covid 19, we have ensured that staff who are shielding or live with someone who is clinically vulnerable, have been able to work from home.
- Our [admissions policy](#) adheres to 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 working will be accommodated subject to the criteria within the policy.
- In the early stages of school closing to most pupils, school provided food vouchers from Aldi and Tesco for families with children on Free School Meals. Families could also opt for packed lunches to be made up and collected.
- When vouchers became available through Edenred, families were provided with these. They also continued through the holiday periods.

“The staff and pupils clearly work as an inclusive team, where everyone is valued as a unique and special individual.” Karen Bamford Pupil Premium Review 11.2.2020

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; faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year, Christian Value’s newsletters, Jigsaw (which focusses on relationships and celebrating difference). This resource is compliant with the new RSE expectations for 2021.
- 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.

Quotes from Year 6:

“I enjoyed being in the science committee and helping out on the Year 4 Science day.”

“This problem was so hard, but we aced it!”

“World Book day was fabulous – The ‘Boy in the Dress’ became real”

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 in each school year through assessment and review.
- We have a holistic approach to supporting all children through: the Parenting Project*, Listening Service*, Mentor Link*, THRIVE, Lego therapy, nurture breakfast club, critical incident team*, ill health team*, school nurse (COMPASS)*, RISE*, Forest School, Lifespace*, Young Carers*, MOVES* and Steps to Progress (please see the SEN Information Report on our website for more information).
- Specific targeted interventions take place throughout the school the impact of these are reviewed and monitored regularly with adaptations implemented where necessary. For example, SEND children with physical disabilities are included as far as possible, making a reasonable adjustment to accommodate their needs. My Plans are completed with the children and Thrive work takes place for children with SEMH needs.
- During Covid 19, children with EHC plans were risk assessed. Discussions with their families took place to ensure needs were being met either in school or at home.
- Families with Children who are Looked After (CLA) were contacted at least weekly and provision was made for them in the school setting. Personal Education Plans (PEPs) were discussed and completed in conjunction with the Virtual School Lead.
- [SEND Policy](#), [SEN School Information Report](#), [Pupil Premium Policy](#), [Promoting British Values](#) 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 (2019/20) and will be reviewed in 2022 or earlier if necessary. This plan is available on the school's website.
- The school works with external agencies (such as RISE, formerly CAMHS, education psychologists, Speech and Language therapy, specialist teaching service and services denoted by * above) 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.

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 gender, race, ethnicity and any other vulnerable groups. This enables us to ensure that any gaps in attainment are identified early and acted upon.
- All children have work celebrated either around the school through displays or during weekly celebration assemblies during the school year. Due to Covid 19, these will need to be delivered by Teams.
- Senior Leadership award stamps 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 are aware of the needs of each individual and caters for them appropriately. 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.
- A new behaviour policy was written for the start of September 2020 which is based on a restorative approach. This is rooted in kindness and reflection.
- In May 2020, COVID 19 School arrangements for Behaviour Annex 1 was added to our behaviour policy. This set out additional school rules which needed to be in place due to Covid 19.
- Attendance is monitored by Senior Leadership and the attendance 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. Before school closed to the majority of pupils in March, some families made the decision to self-isolate due to parents and family members having underlying health conditions. We were very supportive of this and absence was authorised.

- 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 select children randomly 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' (i.e. children are confident that they won't be criticised for getting things wrong and are encouraged to have a go).
- 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, to complete homework online, such as Mathletics and Bug Club. This includes access to IT equipment when necessary.
- During the summer term, we have been planning a Recovery Curriculum and this will be fully expanded from 1st September when we fully open to all children.
- Pupil voice is important at St Nicholas C of E Primary School and the School Council (made up of a child from each class, elected by their peers) have an important role in school improvement. The ideas and their views are sought on many issues
 - I. *The children discussed what good learning behaviours looked like in our school and what we would expect to see in our classrooms. They shared lots of examples of what learning behaviours they experience in their classrooms and what good learning behaviour is. This was then discussed in classes and ways were suggested in which these could be improved even further. The children are very articulate in discussion what learning behaviours are expected of them and how expectations are shared with them.*
 - II. *In another meeting we also looked at democracy and voting, the school councillors suggested that we looked at how stamps are awarded in school and gathered information on the negatives and positives of going to SLT for stamps. It was decided that although children sometimes had to wait or come back to receive their stamp, it would not have the same impact if they were given by class teachers.*
 - III. *We worked with the children when re-imagining our school vision and values. They were very articulate in explaining which values were most important to them and why. From this piece of work the vision 'Dream Big, Shine Bright' was created.*

"It is important to be generous to others, help them and show kindness. Be generous with your time."
A Year 5 child.

"You need to respect each other even if someone is different from you". A Year 4 child.

- The school takes part in Anti-Bullying week every year and the children help to create an Anti-Bullying Leaflet that is shared at home with parents. Anti-Bullying Policy.

'Relationships are incredibly strong, the children said they feel special at this school, 'we are a family'. Pupil Premium Review Karen Bamford. 11.02.2020

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 with the start of Wrap Around Care from September 2020, how they felt they were supported through Covid 19 and how any concerns raised have been dealt with swiftly and appropriately. The Friends of St Nicholas are supported through meetings and volunteers from the school staff to assist with events.
- 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 Summer Term theme: Let's make a difference- which challenges stereotyping, women's rights and explores people who have made a difference to the planet.
 - 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 will explore the rights of children through their topic on Victorians.
- **Our PSHE Curriculum delivered through Jigsaw 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.

7. Our RE curriculum teaches:

Religious education in the foundation stage:

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness. RE Planning uses both Understanding Christianity and The Warwickshire RE Syllabus.

Understanding Christianity is a resource to support the teaching of Christianity in Religious Education.

The key purpose of this project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

The aim(s) of RE

The threefold aim of RE at St Nicholas elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Review completed July 2020

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