



**Vernham Dean C of E Primary School
Single Equality Action Plan
2015 - 2018**

Introduction

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Public Sector Equality Duty 2011 and Equality Act 2010.

Our school is committed to developing a Single Equality Scheme that incorporate the existing Disability, Race and Gender Schemes together with new actions covering Community Cohesion, Age Religion or Belief and Sexual Orientation.

In our inclusive approach we focus on the well-being and progress of every child and where all members of our community are of equal worth and this is reflected in our vision.

'Our school is committed to inspiring a Christian atmosphere in which everyone can achieve their personal best'

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

School context

We are a small rural school with 83 children of which 55% (47) are boys and 45% (38) are girls.

Please note that due to small numbers, the rest of the data has been removed for data protection. If you wish to know further data, please contact the office.

Key Principles

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantages that staff, parents/carers or pupils may face in relation to their protected characteristics:

Disability – we recognise that adjustments may need to be made and this will be carried out through evaluation of needs

Gender (including transgender) – we recognise that girls and boys, men and women have different needs

Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with

Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds

Age – we value the diversity in age of staff, parents and carers

Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference

Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

Key approaches

Vernham Dean Gillum's C of E Primary School approaches equality by:

- Valuing all learners regardless of disability, ethnicity, culture, national status, national origin, gender or faith
- Recognising, respecting and valuing difference and understanding diversity is a strength. We strive to remove barriers and disadvantages people may face
- Fostering positive attitudes and relationships between people with different backgrounds, gender, cultures, faiths, abilities and ethnic origins
- Fostering a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life
- Observing good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development
- Having the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
- Working to raise standards for all pupils
- Eliminating discrimination, harassment and victimisation
- Encouraging everyone in our school community to gain a positive self-image and high self esteem

Application of principles within the plan

- Delivery of school curriculum
- Teaching and learning across all year groups
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Evaluation

New principles, approaches and application will be set after evaluation by Governors and senior team every three years but are kept under review by the senior team annually.

Addressing prejudice and prejudice related bullying

The school is opposed to all forms of prejudice. We will ensure that prejudice related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this action plan and its related procedures are implemented, and that arrangements are in place to deal with any concerns or unlawful action that arises. Robust monitoring will be carried out through:

- Chair of Governors and Headteacher meetings
- Equality Governor and Senior Team
- Governor Working Group meetings

The Headteacher and Inclusion Manager are responsible for implementation of this plan, ensuring that all staff are aware of their responsibilities and given appropriate training and support for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this plan in order to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver relevant curricula and lessons in accordance with this plan
- Support pupils in their class who have additional needs

Date approved by Governing Body: March 2016

Date for Equality Pan review: March 2017

These equality objectives give an overview of the school's action plan. At Vernham Dean CE Primary we maintain confidentiality and work to data protection principles, therefore, we publish information in a way so that no pupil or staff member can be identified. If any person wishes to see the full plan, they should contact the school office.

Objectives include:

- Establishing a Single Equality Steering Group
- Identify groups of children to monitor progress
- Review data in school on identified groups of children
- Develop and monitor anti bullying whole school systems and record incidents
- Review and improve delivery of sex education (SRE)
- Ensure that simple information on equality is available and updated on a regular basis to pupils, parents and staff via the website
- Put into place a series of consultation mechanisms to improve well-being of:
 - Identify any issues relating to gender
 - Children from different races
 - Children with disabilities
- Implement identified actions from Community Cohesion evaluation and improve pupils' understanding of different cultures and races
- PSHE/Citizenship curriculum review and updated
- Develop pupil voice through School Council
- Monitor uptake of extra-curricular activities for identified groups
- Annual monitoring of anti-bullying policy

Appendix A

At Vernham Dean Gillum's Church of England Primary School we recognise that the public sector equality duty extends to all aspects of a person's identity and considerations need to be forefront when making decisions within three key aims:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

In consideration of how well we currently achieve these aims with regard to the protected groups under the Equality Act and the key principles above, we have ensured that we have a due regard (i) for:

- Minimising or removing disadvantages
- Taken steps to meet different needs
- Encouraged participation in all aspects of the plan

We have historically involved staff, pupils, parents and carers in the following ways:

- Parent questionnaire
- Pupil questionnaires and conferencing
- Meetings and contact with parents and governors representing pupils with particular protected characteristics

(i) Our definition of 'having due regard' means:

- *When making a decision or taking an action we assess whether it may have implications for people with particular protected characteristics*
- *We consider equality implications before and at the time we develop policy and make decisions before integration into the school's functions*

Pupil related data

The school collects data on other 'vulnerable groups' (FSM, EAL, Pupil Premium). In order to protect confidentiality, the school does not publish this data where it relates to less than three children.

Pupil Related Information

This action plan's priorities will be monitored annually and reviewed every three years in order to consider any changes to legislation.

Information	Evidence
Attainment at KS1 – by Gender 2014-2015	Average Point Score Reading Boys: 17.6 Nat: 16.1 Girls: 18.6 Nat: 17.2 Writing Boys: 14.7 Nat: 14.6 Girls: 16.4 Nat: 16.1 Maths Boys: 17.3 Nat:16.4 Girls: 17.0 Nat: 16.5
Attainment at KS1 – by SEN 2014-2015	Average Point Score Reading SEN: 21.0 Non SEN: 17.6 Writing SEN: 17.7 Non SEN: 15.3 Maths SEN: 17.0 Non SEN: 17.1
Attainment at KS2 – by Gender 2014-2015	Average Point Score Reading Boys: 29.0 Nat: 28.6 Girls: 24.0 Nat: 29.4 Writing Boys: 29.5 Nat: 27.3 Girls: 27.0 Nat: 29.6 Maths Boys: 30.0 Nat:29.3 Girls: 24.0 Nat: 28.7 GPS Boys: 26.5 Nat: 28.4 Girls: 25.5 Nat: 29.8 R W M Boys: 29.6 Nat: 28.6 Girls: 24.8 Nat: 29.0 combined
Attainment at KS2 – by SEN 2014-2015	Average Point Score Reading SEN: 19.5 Nat:22.6 Non SEN: 29.8 Nat: 30.0 Writing SEN: 21.0 Nat: 20.2 Non SEN: 30.8 Nat: 29.4 Maths SEN: 21.0 Nat: 20.4 Non SEN: 30.2 Nat: 30.1 GPS SEN: 20.7 Nat: 21.9 Non SEN: 27.5 Nat: 30.5 RWM SEN: 20.6 Nat: 21.9 Non SEN: 30.2 Nat: 29.9 Combined
Attendance by Gender 2014-2015	Overall Attendance Boys: School: 96.1% National: 95.9% Girls: School: 96.8% National: 96.4%
Attendance by SEN 2014-2015	Overall Attendance SEN without an EHCP School: 94% SEN without an EHCP Nat: 94.3%

	SEN with EHCP School: 91.1% SEN with EHCP Nat: 93.5%
Participation in School Council	Of the 6 members of the School Council we have: 25% girls and 75% boys In order to improve pupil voice, and British Values, the school is to move towards a 'whole school' School Council in academic year 2016-2017. This will ensure that the school promotes pupils in an active, conscious and democratic role for their school community.
Participation in After School Activities by Gender	<i>There is no data prior to September 2015</i> Autumn term 2015 (first data): Girls: 28% Boys: 21%
Participation in After School Activities by Ethnicity	<i>There is no data prior to September 2015</i> Autumn term 2015 (first data): 32%
Attendance at parents evenings	<i>There is no data prior to September 2015</i> 100% of parents with disabilities attended parents' evening 95% of parents with no disability attended parents' evening
Governor representation September 2015	Female:44% Male: 56% White British: 89% Ethnic Minority: 11%