



Equality Statement and Action plan

Summer Term 2024-2028

Approved by

FBG Summer 2024

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## 1. Vision and Values

### **SCHOOL VISION STATEMENT**

An adventurous environment where curiosity is developed, independence is nurtured and a happy community is rooted in Christian values

#### **Curriculum intent**

At St. Bartholomew's School, the staff and governors are working together each day to:

Open your eyes to the world. To do this we will:

- provide an exciting range of opportunities to develop your skills and knowledge in all areas.
- support you to develop resilience, independence and confidence so you can be the best you can – experiencing success along the way.
- encourage you to feel part of an inclusive community, where you make friends and learn how to have a healthy body and mind.
- ensure you leave us feeling ready for the wider world and the future with a lifelong love of learning.

At St. Bartholomew's we are committed to ensuring quality of education and opportunity for all pupils, staff and those receiving services from the school. We constantly aim to provide a culture of inclusion and diversity in which people celebrate the diversity of experience that our community brings. We welcome differences and celebrate different cultures, respecting the needs of the individual, the group and the school community as a whole. The achievement and progress of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible to all pupils. At St. Bartholomew's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We also seek to extend the understanding of our pupils in order to prepare them for an adult life in a multicultural and diverse society, which may be more diverse than our own local community at the present time. We may visit other schools and establishments with a more diverse community and

invite visitors into our school to describe their own faiths, beliefs and ways of life. The pupils in our school are taught to respect all visitors and approach the opportunities they provide with a real spirit of enquiry.

### **Our equality vision and the values that underpin life at our school:**

#### **All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

#### **We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- age

#### **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men and those without a fixed gender identity an absence of sexual and homophobic harassment.

#### **We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

## Objectives

We formulate and publish specific and measurable objectives.

We keep our equality objectives under review and update annually on progress towards achieving them.

## 2: School Context

St. Bartholomew's C of E Primary school is a small, rural school outside Tring. There are currently 105 children and 23 staff (February 2020)

Characteristic	Total	Breakdown (number and %)
Number of pupils	104	girls (50%) boys (50%)
Number of staff	21	Female (95%)
Number of governors	9	Female (67%) Male (33%)
Religious character		Christian, Church of England
Attainment on entry		Broadly in line with county average
Mobility of school population		Below Average
Pupil Premium eligibility	8	Based on Oct 2022 census
Disabled staff	0	
Disabled SEND	2	2%
Disabled pupils	0	0%
BME pupils	5	5% White and black Caribbean – 2 pupils, any other mixed background - 2 pupil, Black African – 1 pupil,
BME staff	1	1 – any other ethnic background
Pupils who speak English as an additional language	0	0%

Average attendance rate		96%
Significant partnerships, extended provision, etc.		Large range of after school clubs Premier sports, Apex, Ross and Andy's soccer camps, Tots Gymnastics, wrap club
Awards, accreditations, specialist status		CPD Champion Award Raising Attainment Through Wellbeing

### 3: Legal Background

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#### The duties that underpin our scheme

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Everyone has the right to be treated with dignity and respect.

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 Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

#### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

##### **The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

#### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)

- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (for staff only)

## **Disability**

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they can offer to the same extent that a pupil without a disability.

At St. Bartholomew's Church of England School, we implement an accessibility plan which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information

## **4: Roles and Responsibilities, commitment and accountability**

### **Chain of accountability**

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

### **Commitment to implementation**

**We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school.**

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Each year there will be an update on equality to the governors. All staff are responsible for delivering the scheme.

#### **Commitment to review**

The whole equality scheme will be reviewed every four years and will be published on the school website.

#### **Commitment to publish**

We will update annually.

#### **Commitment to action**

##### **Governors will:**

<b>Policy development</b>	Provide leadership and drive for the development and annual review of the school's equality policy and objectives
<b>Policy implementation</b>	Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of the equality policy and objectives
	Ensure (through clear policies and procedures) consistent response to incidents, e.g. bullying cases and racist incidents
<b>Behaviour</b>	Be an appropriate role model for all managers, staff and pupils
	Congratulate examples of good practice from the school
<b>Public sector duties</b>	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)

##### **Headteacher and Senior Staff will:**

<b>Policy development</b>	Initiate and oversee the development and review of equality policies and procedures
	Pay due regard to equality issues within all our key policies
<b>Policy implementation</b>	Ensure the effective communication of the policies to all pupils, staff and stakeholders
	Hold staff accountable for effective policy implementation
<b>Behaviour</b>	Be appropriate role models for staff and pupils
	Highlight good practice
	Ensure a consistent response to incidents, eg bullying cases and racist incidents
<b>Public sector duties</b>	Ensure that the school carries out its statutory duties effectively

##### **All staff: teaching and non-teaching will:**



<b>Policy development</b>	Contribute to consultations and reviews
	Raise issues
<b>Policy implementation</b>	Maintain awareness of the school's current equality policy and procedures
	Ensure that day to day work and planning contributes towards our equality objectives
<b>Behaviour</b>	Provide a consistent response to incidents, eg bullying cases and racist incidents
<b>Public sector duties</b>	Contribute to the implementation of the school's equality scheme

**Parents will:**

- Positively influence their child's expectations about education as well as their attitudes and behaviour towards other children and staff.
- Understand the ethos of the school and become involved in school life (parent consultation evenings, open evenings)

**Children will:**

- Not discriminate on the grounds of race, sexual orientation, religion, belief or non-belief, gender or other equality issues
- Report any racist incident or act of discrimination which they were directly or indirectly involved
- Understand, value and celebrate diversity
- Challenge stereotypes and prejudices

## 5: Engagement

### **Involving our learners, parents/carers and other stakeholders**

Our school is committed to encouraging all stakeholders to contribute to the development and review of all policies and practices affecting the life of the school and the impact of these policies and practices within the wider community.

When deciding what to do to, we will consult and engage both with people affected by our decisions (parents, pupils, staff) and with people who have special knowledge which can inform the schools approach.

Consultation is through

- Questionnaires and surveys
- Open forums and individual discussions

## 6: Using information – Equality Impact Assessment, data and other information

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### Evaluating the impact in terms of the outcomes

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#### ***Assessment***

Questionnaires and evaluations help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

## 7: Our School's Equality Objectives

### Key priorities for action

#### Equality & Diversity Action Plan 2024-2028

					Evaluation
To eliminate unlawful discrimination, harassment and victimisation.	Policy review to be completed in line with schedule, for all policies (including those focusing on equality, diversity and inclusion.	HT Govs	See review dates for each policy	Schedule generated and reviews completed within date.	
	Reviewed policies to be shared with all staff - signed to acknowledge they have read and understood.	HT		Spreadsheet collated to include confirmation that policies have been read and understood.	
	Induction programme completed with all new staff.	HT	1 <sup>st</sup> 2 weeks of staff member joining	Induction paperwork signed by new staff members to demonstrate understanding of expectations.	
	Analysis of behaviour monitoring logs to be completed, to identify and challenge any bias or unbalanced data.	HT Class teachers		Review completed in line with accident/incident reported to Governors, including actions taken Number of incidents	

				<p>for each group in line with school demographic.</p> <ul style="list-style-type: none"> <li>Teachers to add any behavioral incidents to SIMS</li> </ul>	
	Introduction of DEBUG, as a means for identifying and managing unkind behaviour of any sort.	LN/BB		Launch 2025 completed Aut1. Posters to be created by House Captains / School Ambassadors and displayed around school	
	Launch of national "Show Racism the Red Card" competition	LN/BB		Potential launch 2025	
To advance equality of opportunity between people who share a relevant protected characteristic and those who do not.	Attendance records monitored for trends and action taken to overcome issues.	HT		<ul style="list-style-type: none"> <li>Whole school attendance levels remain high.</li> <li>Pupil absence identified swiftly. Trends noted and action plans/contracts used.</li> <li>Attendance levels increased throughout the year. Number of persistent absentees reduced following intervention.</li> </ul>	

	<ul style="list-style-type: none"> <li>Disadvantaged children discussed at length in pupil progress meetings.</li> <li>Pupil progress meetings include SENCO.</li> <li>Parents/guardians involved in generation of Learning Support Plans</li> <li>SEN registers maintained continually, with reviews taking place termly.</li> </ul> <p>Assessment data monitored, with minority group analysis being completed.</p>	HT Class teachers		All pupils make at least expected progress.	
	Health & Safety audit completed annually (or more frequently if issues identified). This includes focus on accessibility.	HT Govs SENco		<ul style="list-style-type: none"> <li>Issues impacting pupil engagement identified and swiftly managed.</li> <li>Repairs carried out as required.</li> </ul> <p>Provision made for sight/hearing impaired children KS2</p>	
	<p>To ensure Accessibility for all:</p> <ul style="list-style-type: none"> <li>Accessibility Plan in place.</li> </ul>	HT Govs	As required		

	<ul style="list-style-type: none"> <li>• Health &amp; Safety audits completed.</li> <li>• Risk assessments completed for all off-site activities and those involving increased risk.</li> </ul> <p>Adaptations made to site, as required by the needs of the school community.</p>				
	Pupil voice provided through House captains, school council, Church council, eco council, reading leaders and school ambassadors. All children (years 1 - 6) have opportunities to stand. Elected membership reviewed for diversity and inclusivity.	Class teachers	Autumn 1 & 2	<ul style="list-style-type: none"> <li>• All roles decided Autumn1</li> </ul> <p>Introduce reception to leader role in class spring term 2025</p>	
To foster good relations between people who share a relevant protected characteristic and those who do not.	<p>Invite leaders of local faith groups in to school, to speak with the children.</p> <p>Participation in various charity activities (Children In Need, Comic Relief, NSPCC, DENS, British Legion etc.)</p> <p>Links with school in Zimbabwe through our</p>	HT Class teachers		3 year rolling programme for whole school religious trip	
		Class teachers	<p>National schedule</p> <p>Annually</p>	<ul style="list-style-type: none"> <li>• Children develop an appreciation of the needs of others and how they can help.</li> </ul> <p>Multiple charities supported across the year, such as DENS,</p>	

	<p>Church. Teacher Assemblies focus on world and cultural events Participation in ad hoc charity collections when appropriate.</p>		Weekly	Children in Need, British Legion.	
	<p>Provide opportunities for people from different groups within the school community to be part of the school activities.</p> <ul style="list-style-type: none"> <li>• Pre-School invited to Christmas nativity performance</li> <li>• Families invited to all Church services</li> <li>• Families invited to sports day</li> <li>• Family members invited to be mystery readers in all classes</li> <li>• Families invited to the Summer BBQ</li> </ul>	<p>Staff  Govs</p>	Ongoing	<ul style="list-style-type: none"> <li>• Harvest Festivals celebrated in local church. Families invited and attendance was positive.</li> <li>• Food donations collected and given to DENS</li> <li>• Christingle service very well attended</li> <li>• Mystery reader popular up take in KS1.</li> <li>• More work to be done in KS2 to engage the families.</li> </ul>	
Stakeholder needs are considered when developing policies and procedures to	<ul style="list-style-type: none"> <li>• School Behaviour policy updated yearly, following robust review by all staff.</li> <li>• Consult with parents from a range of</li> </ul>	HT LN/BB	Annually	<ul style="list-style-type: none"> <li>• Policy reviewed, through collaboration of all staff, ratified by governors and shared with school</li> </ul>	

ensure a zero-tolerance approach to prejudice behaviour in staff and pupils	cultural backgrounds to ensure diversity is celebrated			community. • New school vision, values and ethos	
To ensure that areas of teaching and learning are inclusive to all pupils and curriculum aims are achieved by all pupils	<ul style="list-style-type: none"> <li>• See Equality, Diversity &amp; Inclusion Summary document.</li> <li>• Resources (including human) are deployed effectively, to ensure specific needs are met.</li> <li>• Quality First Teaching is implemented as a standard expectation, across all schools.</li> <li>• Ensure all children including those with SEN and EHCPs are planned for and included in daily learning.</li> </ul>	Subject leaders	Annual review	•	
To further develop the parental voice.	<p>Opportunities for parental engagement to include;</p> <ul style="list-style-type: none"> <li>• Consultation evenings</li> <li>• Professional workshops</li> <li>• WSA</li> <li>• Governing Board</li> <li>• Assemblies</li> <li>• Career week</li> </ul>	All staff		<ul style="list-style-type: none"> <li>• Roll out Class dojo in Class 1 in Summer 24</li> <li>• Roll out class dojo to Juniors in 24-25</li> </ul>	



	<ul style="list-style-type: none"> <li>• Open Evenings</li> <li>• Sports Day</li> <li>• Performances</li> </ul> Parental questionnaire annually				
To provide pastoral support/ interventions to all who require them.	<ul style="list-style-type: none"> <li>• Children requiring support identified.</li> <li>• Support plans created.</li> <li>• Interventions delivered.</li> <li>• Programme monitored.</li> <li>• Reviews completed.</li> </ul>	SENco Class teachers TAs	Reviewed termly	•	
To ensure that the curriculum is broad and balanced and that it reflects equality and diversity.	<ul style="list-style-type: none"> <li>• See Equality, Diversity &amp; Inclusion Summary document.</li> <li>• Subject Leaders complete curriculum audit for their subject area and include highlighted diversity opportunities in long term planning.</li> </ul> Class teachers ensure that planning covers all curriculum statements.	Subject leaders	Annually	•	
To promote cultural understanding and awareness.	<ul style="list-style-type: none"> <li>• National and International Days marked by events.</li> <li>• Assemblies used to develop children's</li> </ul>	Class teachers  Subject leaders	As on calendar		

	<p>awareness and understanding.</p> <ul style="list-style-type: none"> <li>• PSHE, Art, RE, History and Geography lessons used to further study cultural diversity.</li> </ul> <p>Newsround watched (KS2) to develop awareness of events affecting people in different areas and from different backgrounds.</p>				
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Last Updated: July 2024

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