



**ST MARGARET'S CE VA PRIMARY
SCHOOL**

EQUALITY & DIVERSITY STATEMENT 2016 - 2020

Adopted October 2016

Reviewed October 2020

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act.

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality.
- To prepare and publish one or more equality objectives.

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

2. Our objectives for the April 2016 to 2020 period are:

- Improve the number of Traveller Children attaining the Age Related Expectations from KS1 to KS2 over 4 years.
- Implement a curriculum and pastoral programme to improve children's positive attitudes to others with behavioural issues.

Equality statement of commitment for the whole school community.

St Margaret's CE VA Primary School welcomes our duties under the 2010 Equality Act to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and,
- foster good relations;

in relation to age (for adults), disability, gender, gender identity/reassignment, marriage/civil partnership (for discrimination), pregnancy/maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

In fulfilling these duties we are guided by nine principles:

1. All our learners, parents/carers, governors and staff are of equal value;
2. We recognise and respect difference and understand that treating people equally does not necessarily involve treating them all the same, as different people have different needs;
3. We foster positive attitudes and relationships, and a shared sense of belonging;
4. We observe good equalities practice in staff recruitment, retention and development;
5. We actively work to reduce and remove inequalities and barriers that already exist;
6. We consult and involve widely to ensure that those who are affected by our policies and activities are involved in the design of our work;
7. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and participation in public life;
8. As required by the Act, we base our practices on sound evidence and openness about the issues that face us - we maintain and publish information to show how we are meeting our duties and about our progress towards greater equality; and,
9. As required by the Act, we publish equality objectives, based on the evidence we have collected and the engagement with people from different groups, also taking into account national and local priorities and issues.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Therefore we draw up an action plan setting out how we shall pursue our objectives. We keep these under review and report annually on progress towards achieving them.

We ensure the nine principles listed above apply to the full range of our policies and practices. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles.

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activity	How to measure progress
Protected Characteristic: Traveller Children				
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act.	<p>Attainment:</p> <ul style="list-style-type: none"> * Gap between attainment of Traveller Children and Non Travellers is wider than National average * In all subjects Traveller Children attain an average below the national average. 	<p>Over 4 years</p> <ul style="list-style-type: none"> * Improve the number of Traveller Children attaining the Age Related Expectations from KS1 to KS2 over 4 years. * Traveller Children to attain in line with the National average initially, then in line with non-Travellers. 	<ul style="list-style-type: none"> * Diminishing the Difference - 1:1 support. * Curriculum materials and topics to appeal to Traveller Children. 	<ul style="list-style-type: none"> * Improvement in end of year KS results over 4 year period.

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activity	How to measure progress
Protected Characteristic: Disability, Emotional and Social Difficulties				
<p>Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act.</p>	<ul style="list-style-type: none"> * Evidence that 'norms' of social interaction are not always understood/ used by some children with SEN. * Stakeholders sometimes express concern that School does not respond to SEN related incidents appropriately as the SEN dimension in some incidents is difficult to identify. 	<p>Over 2 years continue to</p> <ul style="list-style-type: none"> * Implement a curriculum and pastoral programme to improve children's understanding and positive attitudes to behavioural issues, to reduce cases of conflict. 	<ul style="list-style-type: none"> * Develop curriculum work in several year groups, and assemblies, to develop more positive attitudes to disability. * Develop targeted SEN pupil voice work to ensure ongoing access to pupils' views. * Survey attitudes / self-esteem. * Increase involvement of pupils with SEN in the design and review of programmes to support them. * Increase involvement of parents / carers and / or community organisations in seeking resolutions to incidents. 	<ul style="list-style-type: none"> * Contact log procedures in place and evidence that help is sought by pupils at an early stage, avoiding escalation of disputes. * Reduced bullying incidents or cases of conflict between pupils. * Attitudinal measures show improvements. * Self-esteem measures show improvements.

			<ul style="list-style-type: none">* Develop coordinated 'contact log' for recording all incidents involving concerns / disputes between pupils, where particular risks have been identified - a pro-active route for children to follow when they don't understand or feel threatened by behaviour that is beyond their experience (with clear rewards for children using the system).* Develop positive staff training and pro-active work to create a culture of valuing difference.* Review anti-bullying policies and effectiveness of procedures for pupils with SEN.	
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