



# **EQUALITY STATEMENT AND OBJECTIVES**

**Reviewed:                    SPRING 2017**

**Ratified:                    Tues 4<sup>th</sup> April 2017 by Personnel and Curriculum Committee**

Headteacher Nicola Pierce	Sign		Date	
Chair of Personnel and Curriculum Committee James Fordham	Sign		Date	

**Date for review:    SPRING 2018 (or earlier if this is considered necessary)**

# St. Augustine's Junior C of E (VA) Junior School Equality Statement and Objectives



This document provides information for the employees of St Augustine's CE (VA) Junior School to ensure the school is equality compliant to ensure all stakeholders have access to the learning at St Augustine's.

St Augustine's CE (VA) Junior School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This statement outlines the key elements of how we ensure we meet our Equality Duty as established in the 2010 Single Equality Act.

## **HOW ST AUGUSTINE'S STRIVES FOR EQUALITY COMPLIANCE**

### **Aims and Values**

St Augustine's CE (VA) Junior School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. At St Augustine's we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.



# St. Augustine's Junior C of E (VA) Junior School Equality Statement and Objectives

As a school:

- We believe that each member of the school community is entitled to respect and care.
- We endeavour to ensure that all pupils achieve to their full potential.
- We value good relationships between the different members of the school community.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve. An environment in which all of our 10 core Christian values are prominent and alive.
- Provide a learning environment where all individuals see themselves represented and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and global community. Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve whole school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

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### Policy planning and development

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

### Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and child in care status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. The data collected is used to inform further school planning, target-setting and decision-making.

### Leadership, Management and Governance

St Augustine's is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, the Local Authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that school policies are followed and our **Equality Compliance Statement** is met.

Statement Agreed: 4<sup>th</sup> April 2017

To be reviewed annually

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EQUALITY OBJECTIVE	ACTIONS	RESPONSIBILITY	MEASURABLE SUCCESS INDICATOR	EVALUATION	DATE (REVIEWED TERMLY)
<b>To celebrate diversity</b>	-Topic curriculum and themed days planned to include opportunities to celebrate diversity -Collective Worship themes to reflect this. -PSHE lessons “diversity and communities”	Teaching staff SLT RE Lead PSHE Lead  Foundation Govs P&C committee	Pupil feedback – School Council Reflection Books Display		
<b>To increase awareness of pupil and parent voice and participation for protected groups</b>	-Questionnaires to vulnerable groups (parents and children) undertaken biannually Aut '16 – AFA/PP Aut '17 – other vulnerable groups, Results reported to SLT and P&C committee.	SLT PP/AfA Champion  Aut 17 – SENCo EAL lead  P&C committee	Pupil and parent voice is taken into account to drive future policy or training.		
<b>To ensure that the attainment and progress of key groups (GENDER,PP, SEND,EAL, “Any other white background”)</b>	-Termly analysis of key group data -Appropriate strategies and effective support in place to address disparities in the attainment and progress of key groups in order to narrow gap. -Termly pupil progress meetings include focus on key groups. -Impact of intervention programmes monitored and actions put in place to maintain	Teaching staff SLT Lit/num Leads CPD programme to include meeting needs of key groups  SENCo P&C committee	RAISEonline data Children’s passports Data analysis Head teacher’s report to FGB TRIAD reports SLT triangulation reports		

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	and promote progress				
<b>To ensure equality of access to extra-curricular activities by all minority and vulnerable groups.</b>	<ul style="list-style-type: none"> <li>- School Council to survey whole school – which clubs would they like?</li> <li>-Analyse uptake of extra-curricular activities by key groups</li> <li>- Promote/invite/encourage participation (use of PP funding)</li> <li>-Enrolment to Children's University (passports for all paid for by school)</li> </ul>	<p>School Council PP/AfA Champion SENCO SLT</p> <p>P&amp;C committee</p>	Increased participation by pupils from key groups		
<b>To increase access to information about, and communication with, our school</b>	<ul style="list-style-type: none"> <li>-Parent questionnaires Oct and July 2017</li> <li>-Story Cafes begun Autumn 2016. Parents invited to their child's class Story Café each term.</li> </ul>	<p>SLT Literacy lead P&amp;C committee</p>	<p>Questionnaire results</p> <p>Increased number of parents from key groups volunteering in school and participating in events such as "Story Cafes"</p>		

**These objectives will be reviewed termly at Personnel and Curriculum Committee meetings.**