



ST ALBAN'S CE (AIDED) PRIMARY SCHOOL

"Inspired to make a difference in God's world with excellence and love"

SINGLE EQUALITY SCHEME STATEMENT 2023 - 2027

Annual Information Report for Publication
Spring 2023

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For further information, or to request this statement in an alternative format, please contact the school office (023 92482072 or adminoffice@st-albans.hants.sch.uk).

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1. Introduction and school context

St Alban's CE Aided Primary School is a one-form entry primary school with typically between 215 -220 children on roll. Although our school is situated in West Leigh, Havant, we serve the deanery of Havant so our pupils come from a large catchment area, including areas such as Emsworth, Hayling Island, Waterlooville and Rowlands Castle.

Our staff and pupil profile is predominantly 'White British'. The number of pupils from other ethnic backgrounds is generally low (around 11%) although this has risen over the past 4 years (previously around 6% - 8%). The number of pupils who speak English as an additional language is also low (5%) but has also risen over the past 4 years (previously around 2%).

A small number of pupils have physical, visual or medical needs (approximately 3 - 4%). Typically 29% pupils are eligible for Pupil Premium (disadvantaged element), an increase of 10% in the past 4 years. Around 12-15% pupils have special educational needs (with typically at least twice the proportion of pupils with an Education Health Care Plan than nationally).

As a Church of England (Aided) School, we uphold and promote Christian values and these include the belief that all people are equal and should be treated fairly. We welcome the equality duties on schools, and regard these as essential for achieving our core values. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our success in this was recognised in our most recent Church School Inspection (SIAMS, February 2018) in which the school was judged to be 'outstanding': *'Children are developing into confident, thoughtful and highly reflective young people who show complete respect for diverse communities'*.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. ('Parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child). This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Statement to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

2. Equality duty

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out

their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

3. Information Gathering

We collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

a) Pupils

We review the following information:

- Admissions
 - Attendance
 - Achievement and Progression
 - Rewards and Sanctions
 - Take up of extracurricular activities
 - Other equality information, for example complaints and incidents of race discrimination or bullying
- We will ensure that the information we gather will be used to promote equality by using it to inform school improvement and school self-evaluation.

b) Staff

We review the following qualitative and quantitative information to enable us to monitor by disability, race and gender:

- Staff recruitment, retention
- CPD
- Disciplinary, grievance, competency
- Outcomes of appraisals and performance review processes
- Cessation of employment

As St Alban's CE Aided Primary School is a small school, it is not practicable to publish detailed information about staff as the school must ensure that individuals cannot be identified. (The school employs well under 150 staff, and as such the Governing body is not required to publish information in relation to their staff). We will ensure that the information we gather will be used to promote equality by continuing to monitor and evaluate the involvement of all staff based on gender, race and disability as appropriate.

4. Equality Objectives 2023 to 2027

Under specific duties, governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years. Following our ongoing review of how well we are meeting the aims of the general public sector equality duty, we have identified the following objectives for further development:

1. Continue to promote equality of opportunity for pupils and families affected by social, emotional and mental health needs through continued training and development for staff (to be able to meet increasingly complex needs).
2. Continue to ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from their starting points through effective quality first teaching and targeted interventions.

These objectives are published on the school's website as part of this Scheme and will be updated at intervals of not more than every four years.

Under specific duties, governing bodies, local authorities and proprietors are required to annually publish information demonstrating how they are meeting the aims of the general public sector equality duty. We have included this report in this Scheme as Appendix A. This will be published on the school website as part of this Scheme and reviewed and updated annually.

5. Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

- We try to arrange meetings at times which are most suitable for parents. Alternative dates or arrangements will be made where possible if a parent or group of parents cannot attend because of particular special needs.
- We work in partnership with relevant groups to help meet the requirements of disabled pupils.
- Our Home-School link workers provide additional support to families who find working with educational settings difficult.
- We work with Occupational Health services to support staff with any particular medical needs or disabilities.

6. Monitoring and Evaluating the Single Equality Scheme and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Objectives. We will report annually on our progress and performance. Our annual report will be shared with Governors and a summary will be provided for parents, published on our website.

7. Roles and Responsibilities

The governing body will

- monitor the implementation of the Scheme and Objectives
- ensure that all governors are aware of their legal responsibilities under equality legislation

The headteacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

The senior leadership team will

- drive forward implementation of the Scheme and Objectives
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality, inclusion and community cohesion
- ensure the Scheme is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

All staff will

- recognise that they have a role and responsibility in their day-to-day work to
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that pupils are encouraged to

- recognise that they have a role and responsibility to themselves and to others so that they understand and are able, at an age appropriate level, to
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

St Alban's CE Aided Primary School

ANNUAL EQUALITY INFORMATION

Spring 2023

How we are meeting the aims of the general public sector equality duty

Under specific duties, governing bodies, local authorities and proprietors are required to annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

As a Church of England (Aided) School, we uphold and promote Christian values and these include the belief that all people are equal and should be treated fairly. We welcome the equality duties on schools, and regard these as essential for achieving our core values. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

Our success in this was recognised in our most recent Church School Inspection (SIAMS, February 2018) in which the school was judged to be 'outstanding': *'Children are developing into confident, thoughtful and highly reflective young people who show complete respect for diverse communities'*. In addition, Personal Development was judged to be 'Outstanding' by OFSTED Autumn 2021.

We have identified the following as examples of how we are meeting the aims of the general public sector equality duty:

Race Equality

- The school complies with County procedures regarding the reporting of racist incidents of which there are an extremely small number that have been resolved satisfactorily. All staff take any reports very seriously and follow school protocols for reporting, recording and managing concerns.
- We promote equality of opportunity and high expectations for every pupil.
- We promote good relations between people of different racial groups through our values led collective worship programme, PSHE, SMSC and RE curriculum and opportunities within topics.
- The strong Christian ethos of the school emphasises the importance of treating all people fairly and with respect and pupils respond well to this. Our consistent focus on our core values of 'love', 'hope', 'compassion' and 'thankfulness' is instrumental in ensuring good relations and race equality and this also contributes to the ability of our pupils to demonstrate British values (in particular mutual respect and tolerance). As a result, racist incidents are very low and standards of behaviour overall are very strong.
- Pupil attainment is tracked rigorously to ensure that all groups of pupils have every opportunity to thrive and succeed. As a result of ensuring all pupils achieve well regardless of background or ethnicity, outcomes over time have been consistently above national averages with groups of pupils performing well compared with national outcomes. When national testing returned in 2022, end of KS2 outcomes compared well with national outcomes during a period of recovery following the covid pandemic.
- Pupil attendance is also tracked rigorously according to specific pupil groups, including ethnicity. As a result, additional support and intervention is provided to increase pupil attendance in any case where this is of concern. The average attendance of 'other ethnic' and 'EAL' pupils is typically very high.

- The proportion of staff from other ethnic backgrounds is very low. However, the recruitment process for any new posts is robust and ensures that all applicants are treated fairly, regardless of background or ethnicity.

Community Cohesion (foster good relations across all protected characteristics)

- The development of the school's Christian values, British values, PSHE and SMSC curriculum have all contributed to outstanding outcomes in terms of attitudes, behaviour, conduct and relationships. As a result, pupils demonstrate high levels of care and respect for others. 'Children are developing into confident, thoughtful and highly reflective young people who show complete respect for diverse communities.' (SIAMS Inspection report, Feb 2018). The school's promotion of Christian and British values has also been effective in developing excellent relationships between all members of the St Alban's community with pupils very aware of the importance of treating others with respect and loving others (also noted in the SIAMS Inspection).
- Through our RE curriculum (including educational visits) we teach pupils about different beliefs and promote tolerance and understanding. Our work in this area has been judged as 'outstanding' in our SIAMS Church School Inspection (February 2018 report available on our website).
- Our curriculum encourages pupils to respect others and value diversity (particularly through SMSC development, RE, PSE, worship and specific topics).
- We encourage and teach pupils the skills to take responsible action and pupils are keen to support and organise events to raise money for a wide range of charities (local, national and international). We support local community projects and events (e.g. the local food bank).
- Pupils are given the opportunities to take part in events that involve them in the local community (e.g. supporting the local food bank, St Alban's Nature Roadshow, Pollinator Promise campaign work).
- We regularly promote the school's core values of 'Love', 'Hope', 'Compassion' and 'Thankfulness' within the school community. As a result, there are high levels of co-operation, care, respect and strong relationships among the school's stakeholders (including parents, staff, pupils and Governors).
- We provide a wide variety of opportunities for pupils to develop and demonstrate British values within the school community and beyond, as detailed in the school's report on British Values which can be found on our website. As noted above, the school's work in this area has been highly effective, with the behaviour and attitudes of pupils demonstrating that these values are embedded well, alongside and rooted in the school's core Christian values.

Disability Equality

- We believe that all pupils are entitled to receive a broad, balanced and relevant curriculum. Inclusion is viewed as an important part of our ethos and we value all pupils and their families, whatever their individual needs. This informs all decision-making and planning.
- Pupils with specific disabilities (including 'hidden disabilities' relating to mental health needs) receive additional adult support to ensure that they can access the curriculum, including off-site educational visits. As a result, pupils with specific disabilities make excellent progress at our school and participate fully in school life. (Progress is tracked and monitored carefully with additional support and intervention provided).
- We ensure pupils are able to access as much as possible of residential and more adventurous educational visits through excellent communication with visit providers and parents to ensure adaptations can be made to enable participation.
- All teaching and learning takes account of our inclusion principles and every member of the school community is expected to promote and demonstrate inclusive behaviour. All staff are responsible for the implementation of these principles and have access to a range of training, advice and resources to enable them to meet the needs of pupils with a wide variety of disabilities.
- The school's SENCO works closely with specialist teacher advisors and agencies to review provision for individual pupils and to implement recommended strategies.
- We promote positive attitudes towards people with disabilities through our ethos and curriculum.
- The school tracks the progress of all pupils carefully throughout the school to ensure that they are supported, planned for, and able to reach their full potential.

- Following an audit of the physical environment, we have made suitable adjustments to the physical environment of the school to meet individual needs. This has included taking expert advice on how to improve accessibility to parts of our school site for a variety of individual needs. For example, use of orange marking tape to support a visually impaired pupil, addition of a lower stair rail for a pupil to be able to access classrooms safely, disabled toilet facilities and access through the use of ramps where necessary.
- Provision is made for staff with specific disabilities, including 'hidden disabilities' relating to mental health needs. Leaders work closely with individual staff, occupational health and educational personnel to make adaptations to enable staff to remain in work and to facilitate an effective return to work following absence. For example, leaders have provided phased returns, reduced duties and responsibilities, reduced working hours, provision of a coach/mentor for weekly support, planning support, additional release time, adapted workspaces, equipment and resources.
- Provision is made to ensure that visitors to the school site are able to access areas as required. For example, a large number of entrances are fully accessible by wheelchair and temporary ramps are used where this is not the case. The school's sound system has also been improved to include a 'hearing loop'.

Gender Equality

- The school benefits from having teachers and support staff of both genders so that we are able to offer positive role models to both boys and girls. There are fewer male staff, which in a primary school is not unusual, and we are aware of the importance of positive male role models for pupils in primary school and welcome male volunteers (e.g. fathers, grandfathers volunteering as classroom helpers etc).
- The school complies with the County Equal Opportunities Policy when recruiting new staff.
- We ensure that there is no unlawful discrimination or harassment, ensuring that staff are aware of policies such as 'Protected Disclosures (Whistleblowing)' and the importance of reporting any concerns they may have (including opportunities to give feedback via staff surveys, school evaluation reviews and team meetings in which they can raise any issues they may have).
- We avoid gender stereotyping by ensuring our curriculum and resources promote gender equality and provide both male and female role models.
- Pupil attainment is carefully analysed and tracked according to gender. Support is provided for any pupil at risk of not achieving highly. As a result, analysis of statutory outcomes (pre-covid pandemic) indicates that by the time pupils leave this school at the end of KS2, both girls and boys have attained above national averages in the vast majority of areas. Where gaps between girls and boys exist, analysis over time indicates that these typically vary from cohort to cohort and are often linked to other factors. For example, a higher proportion of pupils in one gender group with SEND in some cohorts; unusually high levels in some cohorts of pupils in one gender group requiring high levels of support from Children's Services and other agencies for complex welfare needs.
- Leaders have prioritised developments within the EYFS to address a past gender imbalance in the proportion of girls and boys achieving a 'Good Level of Development' (girls outperforming boys). As a result of staff training and improvements in the learning environment (particularly outdoor learning to promote physical development), the gender gap improved significantly in 2017 and reduced to much lower levels from 2018 onwards (smaller than the national gender gap).

(Statutory testing was paused in 2020 and 2021 due to the significant impact of the Covid pandemic).

Other Areas

- We recognise that economic disadvantage can contribute to lower academic achievement. At this school our targeted provision has ensured that the achievement of pupils from disadvantaged backgrounds is higher by the time they leave the school than other disadvantaged pupils nationally, and over time it is either higher than or coming close to that of other pupils nationally in most areas.
- We recognise that regular attendance is essential to ensure pupils achieve well. Pupil attendance is tracked rigorously according to specific pupil groups, including ethnicity, gender, disadvantage, special educational need and disability. As a result, additional support and intervention is provided to increase pupil attendance in any case where this is of concern.

- We recognise that social, emotional and mental health needs can be a barrier to achievement, inclusion and equality of opportunity. Therefore, we provide ongoing high levels of training and development for staff at all levels to ensure that they are better equipped to manage the increasingly complex SEMH needs of pupils and families.
- The negative effects of the Covid-19 pandemic and resulting 'lockdown' periods have been significant, both in terms of the mental wellbeing of our pupils and school community, and also in terms of academic progress. Increased support for children and families has been provided in response to this, and will be required on an ongoing basis. We are particularly mindful that the impact is likely to have been more significant for our disadvantaged learners and catch up/recovery support is being provided.