

# St Thomas of Canterbury Church of England Infant School

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## Equality Statement, Policy and Objectives

### School Mission

Our mission statement is central to our life and work, where we encourage each child to let their little light shine brightly:

#### Our mission is ...

- ❖ to give children a sound Christian Education which will help them to develop spiritually and to foster consideration, respect and understanding for the needs of others, in order to grow into courteous, caring adults

**KINDNESS**

**HONESTY**

**RESPECT**

- ❖ to deepen, through worship, the children's relationship with God whilst developing also their sense of wonder and reverence for life and appreciation of their specialness to Him

**LOVE**

**FRIENDSHIP**

- ❖ to create a caring and welcoming atmosphere for young children at the start of their school career

**SHARING**

**FORGIVENESS**

- ❖ to provide a well balanced curriculum which will lay the foundations for developing lively, enquiring minds whilst encouraging responsible attitudes to independent learning and meeting individual needs

**RESPONSIBILITY**

**TRUSTWORTHY**

- ❖ to welcome parental involvement, because good partnership between school and home is essential for children's continued learning

**TOGETHERNESS**

**GENEROSITY**

# Equality Statement

The Equality Act 2010 ("the Act") replaced nine major Acts of Parliament as well as almost one hundred sets of regulations dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination which are unlawful.

St Thomas of Canterbury CEVA Infant School welcomes our duties under the Act to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and belief, and sexual identity. This policy sets out how our statutory duty is met and how we as a school have due regard for Equality matters.

## Equality Policy

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Accordingly a school must have due regard to the need to

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy, maternity, religion and belief and sexual orientation.

As a Church of England School we provide a Christian context to everything that we do. However, we are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith.

In addition we are required to record and investigate all racist incidents and as appropriate to report them to the local Authority on a regular basis.

## Role of Governors

The Governing Body is responsible for ensuring that the school meets the requirements of equality legislation through the following steps:

- ensuring that the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions of behaviour
- supporting and guiding the school to have "due regard" for equality in all its functions
- ensuring the school complies with the Equality Duty and meets its duties in this regard.

Subject to this, the headteacher has overall responsibility for equalities matters with co-ordinators appointed from the teaching staff to cover other areas as appropriate.

A member of the governing body has a watching brief for equalities matters.

### **How we monitor equality**

The school keeps and monitors data in order for trends and potential areas of inequality to be identified.

The school has data on its composition, broken down by year group, ethnicity, gender and EAL and other vulnerable groups as identified by data analysis.

The school has data on its composition broken down by special educational need.

The school uses this data to identify inequalities of outcome and participation. This then informs objective setting for achievable and measurable improvements.

### **Staffing**

Staff training has due regard for equalities matters and there is proper equal opportunities practice in the recruitment, retention and promotion of staff, including administrative, support and teaching staff.

### **Behaviour and Safety**

There are clear procedures in place for dealing with behaviour management, bullying and incidents of a discriminatory nature. The School has an annual friendship week - this covers anti-bullying issues in a way suited to infant children. Our parent surveys are intended, inter alia, to ensure all children feel safe from any kind of bullying and children are encouraged to talk to an adult about any concerns they may have.

### **Access**

We strive to make buildings as accessible as possible to people with impaired mobility and make other adjustments to meet the effects of all impairments. We seek the involvement of outside agencies for children who need their support.

### **Teaching**

Attention is paid to the needs of specific groups of children (eg FSM, EAL etc) with extra or special provision for these groups as appropriate. Our Friendship week and other curriculum coverage ensure equalities issues are covered in a way suitable to our children and that the children's spiritual, moral, social and cultural development is promoted. In curriculum materials we strive to include positive images of disabled people, of both genders in non-stereotypical roles and of people of a wide ethnic, religious and cultural backgrounds. Our link with St Matthew's School, Kenya is founded on an equitable basis with both schools having equal responsibility for the partnership and related activities.

### **Monitoring and Review**

Each priority in the School Development Plan will be compliant with this policy. Every policy is compliant with this policy and, as we have a rolling programme of policy review, our equality objectives will be constantly monitored.

This policy and the specific annual objectives will be reviewed annually. Next review due Spring 2018.

# Current Objectives (Autumn 2016 – Autumn 2017)

These objectives under the Equality Act will be reviewed in Autumn 2016.

1. **EYFS** : Increase the number of **girls** attaining exceeding in Self-confidence and self-awareness.
2. **KS1** : Increase the number of **boys** working at age related expectation and greater depth standard in reading, including a focus on **disadvantaged children**.
3. **KS1**: Increase the number of **girls** working at greater depth in writing.
4. **KS1**: Increase the number of children attaining phonics screening to at/beyond LA/National data, with a focus on **disadvantaged children**.
5. **Disadvantaged children** : Increase the number of children who make expected progress from end of EYFS to end of KS1.
6. Making appropriate provision within the school to support children with special medical and physical needs, ensuring access to learning activities outside of the classroom.
7. To ensure that the attendance and punctuality of all vulnerable groups eg FSM, EAL is at least that of national average. Where concerns arise appropriate and supportive action to be taken to engaged and increase these children's attendance and punctuality.
8. To ensure that children of all races and genders take responsibility within the school curriculum.