'Loving to Learn, Learning to Love'

Single Equality Scheme

and Accessibility Plan

Last Reviewed: March 2017

Review Date: March 2018

Policy Statement

St. Mark's C.E (A) Primary School is a Church of England Aided Primary School in a diverse and multicultural area which is committed to serving its community.

> "Church of England schools are established primarily for the communities they are located in. They are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith,"

http://www.churchofengland.org/education/church-schools-academies.aspx

This Single Equality Scheme for St. Mark's C.E (A) Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Legal framework

1. We welcome 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.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. 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.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: 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.

Principle 2: 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, andwomen and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: 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, and women and men, and an absence of sexual and homophobic harassment

Principle 4: 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

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organization

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians

- working with the wider community.
- Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling

the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example
- antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The Federation board of Governors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

 Mrs L. Jones (SEN link Governor) has a watching brief regarding the implementation of this policy.

The Executive Head Teacher is responsible for implementing the policy; for ensuring that all

staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Mrs A. Stone (Inclusion Leader) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Head Teacher and Federation Board of Governors.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Signed Chair of Federation Board :

Date:

Review date March 2018

Appendix 1

Opportunities to promote equality

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- Access arrangements for national tests
- Access to bilingual staff where possible
- Access to school facilities
- Achievement for all quality lead accreditation and continued participation in the programme
- Activities to enrich the curriculum, for example, visits and visitors
- Behaviour management approach and sanctions
- Breaks and lunchtimes
- Classroom organisation
- Development of our school contribution to the local offer
- Dual or multi-language books and translated information when available
- Employees' and staff welfare
- Exclusion procedures
- Fair recruitment
- Grouping of pupils
- Homework
- Interaction with peers
- Learning and teaching and the planned curriculum
- Monitoring of attendance
- Monitoring of pupil mobility
- Opportunities for assessment and accreditation
- Opportunities for spiritual development through collective worship, the school ethos, a reflection/ prayer room (the rainbow room)
- Personalised learning including pupil passports and/or one page profiles for children with send and appropriate interventions to support pupils with sen or eal and those new to the u.k.
- Preparation for entry to the school
- Preparation of pupils for the next phase of education and adult life
- Promoting british values including the prevent duty
- Promoting respect through the school values
- Promoting the development of smsc
- Provision of school meals
- Risk assessments
- Safeguarding and child protection
- School clubs, activities and school trips
- School policies
- School sports
- School website which has a translate facility
- Signposting parents and carers to other agencies where appropriate
- Statutory reviews and and personal education plans for looked after children
- Support for pupils undertaking extended visits abroad
- Supporting and developing care plans for pupils with medical conditions
- The engagement, participation and involvement of a broad and diverse range of children, governors, staff young people, their parents and partner agencies
- The school's arrangements for working with other agencies
- Timetabling

Appendix 2 National, Local and School Context

2011 Census First Release

We recognise that although this is the most recent Census data available, there have been changes in the demographics of the local area since 2011 and this is reflected in the school community.

Population

The population of Stoke-on-Trent was recorded as **249,000** - The highest recorded level since before the 1991 Census.

This compares with the 2001 Census figure of 240,636 - a 3.5% increase in total population. This compares with a 7.8% increase seen across England & Wales and a 5.2% increase across the rest of Staffordshire.

Age breakdown

Looking at particular age ranges –
The largest change has taken place in the younger age ranges – with a 9.6% increase in the number of children aged 0-9 years to 31,300 persons. This is significantly above the national increase of 3.6% and in stark contrast to the decrease of 3.8% seen across the county.

A further 7.2% increase has been observed in young adults aged 15-24 to 35,100 persons. While significant, this is below the 13.4% increase seen across the county and the 15.9% increase seen across England & Wales over the 2001-11period.

An ageing population?

Across Stoke-on-Trent the population aged 65 and over has decreased by 0.8% (down 300 persons to 38,800 over the 2001-11 period).
This compares with a 10.9% increase seen across England & Wales and a 24.5% increase (*) across the rest of Staffordshire over the same period.
(*) – The largest increase in any county in England.

Households

The number of occupied households has increased from 103,196 to 107,900, an increase of 4.6%. Average household size has therefore marginally decreased from 2.33 persons per household to 2.30 – in-line with trends observed elsewhere.

Demographics

The school is located in the Hanley Park and Shelton ward of Stoke on Trent. 55.2% pupils live in the ward with 27.1% living in the Etruria and Hanley ward and 11.1% in Joiners Square ward. A small number of pupils travel from other wards in the city. (RAISEonline 2016)

Hanley Park and Shelton (21st most deprived ward in Stoke-on-Trent)

In the 2011 census the population of Hanley Park and Shelton was 6,467 and is made up of approximately 41% females and 59% males.

The average age of people in Hanley Park and Shelton is 27, while the median age is lower at 22.

64.2% of people living in Hanley Park and Shelton were born in England. Other top answers for country of birth were 8.7% India, 6.3% Pakistan, 2.0% China, 1.3% Wales, 1.2% Sri Lanka, 1.0% Nigeria, 0.6% Scotland, 0.5% Zimbabwe, 0.5% North Africa.

75.9% of people living in Hanley Park and Shelton speak English. The other top languages spoken are 3.3% Telugu, 3.1% Urdu, 2.8% Panjabi, 1.9% All other Chinese, 1.4% Kurdish, 1.1% Polish, 0.9% Sinhala, 0.8% Pashto, 0.8% Arabic.

The religious make up of Hanley Park and Shelton is 31.4% Christian, 28.4% No religion, 21.9% Muslim, 8.4% Hindu, 1.7% Buddhist, 0.8% Sikh, 0.2% Jewish, 0.2% Agnostic. 359 people did not state a religion.

Etruria and Hanley (3rd most deprived ward in Stoke-on-Trent)

In the 2011 census the population of Etruria and Hanley was 6,719 and is made up of approximately 47% females and 53% males.

The average age of people in Etruria and Hanley is 34, while the median age is lower at 31.

70.5% of people living in Etruria and Hanley were born in England. Other top answers for country of birth were 8.4% Pakistan, 1.1% India, 1.0% Bangladesh, 0.8% North Africa, 0.7% China, 0.7% Wales, 0.7% Scotland, 0.5% Zimbabwe, 0.4% Iran.

76.7% of people living in Etruria and Hanley speak English. The other top languages spoken are 4.5% Urdu, 2.8% Panjabi, 1.7% Kurdish, 1.6% Arabic, 1.5% Polish, 1.0% Bengali, 0.9% Slovak, 0.7% All other Chinese, 0.7% Persian/Farsi.

The religious make up of Etruria and Hanley is 40.4% Christian, 30.6% Muslim, 18.9% No religion, 0.7% Hindu, 0.6% Sikh, 0.4% Buddhist, 0.1% Atheist. 496 people did not state a religion

Indices of Deprivation (2015)

Stoke- on –Trent is:-
- the 15th most deprived area out of 326 areas
- the 3rd most deprived area in the West Midlands
- 29th out of 326 areas for income deprivation
- 26th out of 326 areas for income deprivation affecting children
- 14th out of 326 for health and disability deprivation
- 5th most deprived area for education skills and training

Appendix 3 School data - pupils (RAISEonline 2016)

School Characteristics		
	School	National
Number of pupils	406	275
% girls	50.7	49.0
% known to be eligible for FSM	39.2	25.2
% Minority Ethnic Groups	97.7	31.6
% First Language believed not to be English	76.6	21.1
% SEN Support	14.8	12.1
%SEN Statement or EHC plan	1.2	1.4
%Stability	81.5	85.7
Deprivation indicator	0.33	0.21

Special Educational Needs (Raiseonline 2016)

MAIN SEN TYPE

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	1	0	0	0
Moderate Learning Difficulty	-	33	38	1	1	2
Severe Learning Difficulty	-	0	0	1	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	3	3	0	0	0
Speech, Language and Communication Needs	-	14	16	0	0	0
Hearing Impairment	-	1	1	0	0	0
Visual Impairment	-	1	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	1	1	2	2	2
Autistic Spectrum Disorder	-	0	0	2	2	2
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	0	0	0
School total	-	53	60	6	5	6
Percentage of school roll	-	13.2	14.8	1.6	1.2	1.5

St Mark's Shelton C (A) Primary School   Single Equality Scheme and Accessibility Plan **March 2017**

The ethnic make up of the school (RAISEonline2016) is:-

St Mark's CofE (A) Primary School (URN: 124308 DfE No. 8613301)

Ethnic groups and English as a first language trend

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	2.5	2.0	2.3	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	7.1	6.7	5.8	0.3
any other White background	7.7	9.6	6.4	5.6
Mixed				
White & Black Caribbean	0.6	0.0	0.3	1.5
White & Black African	0.3	0.0	0.3	0.7
White & Asian	8.0	7.6	7.2	1.2
any other mixed background	0.6	0.9	1.7	1.9
Asian or Asian British				
Indian	0.3	0.3	0.0	2.8
Pakistani	61.3	60.5	62.4	4.2
Bangladeshi	1.8	2.6	2.3	1.7
any other Asian background	4.9	5.0	5.5	1.7
Black or Black British				
Caribbean	0.3	0.6	0.6	1.2
African	2.5	2.3	2.3	3.7
any other Black background	0.0	0.0	0.6	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	2.1	1.8	2.3	1.7
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	22.4	21.1	23.1	81.8
Other	77.6	78.9	75.7	18.0
Unclassified	0.0	0.0	1.2	0.2

Other vulnerable or minority groups.

The percentage of children known to have a disability is 1%
There is currently one looked after child
The percentage of Asylum seekers or Refugees is 6%

Attendance and exclusion data (RAISEonline 2016)

Absence and exclusions trend

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	8.8	8.8
% Persistent absentees- absent for 15% or more sessions	7.5	2.8	4.9	2.7	-	-
% of sessions missed due to Overall Absence	5.5	3.9	5.2	4.0	4.7	3.9
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	0.00	0.02	-	-
% pupils with 1 or more fixed term exclusions	0.00	0.49	0.25	0.52	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.21	0.00	0.23	-	-
Fixed term exclusions as a percentage of the pupil group	0.00	1.01	0.25	1.10	-	-

Appendix 5

Links With Other Settings and Agencies

We work with a variety of other agencies and settings to eliminate discrimination, advance equality of opportunity and foster good relations with regard to all the protected characteristics. Working with these settings assists us to enrich the curriculum for pupils, engage with our community, provide training and development opportunities for all stakeholders and narrow the gaps between different groups.

 Current links include

- Abbey Hill Special School
- Achievement for All
- ARCH
- Art Brasil
- ASM sports
- Beacon House of Prayer
- Beanstalk
- Bee Active
- Beresford Street Mosque
- Birches Head Academy
- Britannia Teaching School Alliance
- CAMHS
- Children's and Young People's Services
- Citizen's Advice Bureau
- City Central Mosque
- City Music School
- Community Paediatricians
- Co-Operative Academy
- Collaborative Working
- Educational Psychology
- Education Welfare Service
- Family Learning
- Hanley Community Fire Station
- Hanley Library
- Hanley Park
- Hanley Town Sports Association
- North Road Academy
- Occupational Therapy
- Our Health 5-19
- Partners in Creative Learning (PICL)
- Physiotherapist
- PM training
- Potteries Museum and Art Gallery
- Prevent strategy
- Reveal Theatre Company
- SANCTUS
- SEND services
- Seven Stars Collaboration (Etruscan Primary School, Thomas Boughey Nursery School, Forest Park, Abbey Hulton Primary, Carmountside Primary, Werrington Primary)
- Shugborough Outdoor education Centre)
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Speech and Language Resource
- Speech and language Therapists
- St. Mark's Church
- St. Peter's Academy
- Staffordshire police
- Staffordshire University
- Stanley Head Outdoor Education Centre
- Stoke on Trent College
- Stoke on Trent Safeguarding Children Board
- Stoke on Trent Sixth Form College
- Stoke Speaks Out
- The Diocese of Lichfield
- Thistley Hough Academy
- Thomas Boughey Kindergarten
- Worcester University
- YMCA
- Young Carers

Appendix 6
Other Relevant Policies

We have adopted the relevant Local Authority H.R policies with regard to pay, recruitment and staffing.
Relevant school policies include

Anti – Bullying
Behaviour Management
British Values Statement
Collective Worship
Curriculum
EAL policy
New Arrivals Policy
PSHE policy
Pupil Premium Statement
R.E
Safeguarding and Child Protection Policy
SEN
SMSC

Pupil achievement data is available on the school website or a paper copy may be requested by contacting the school office . Paper copies of this plan and all policies can also be requested by contacting the school office.