

'Loving to Learn, Learning to Love'



Single Equality Scheme **and Accessibility Plan**

Nursery Class

Last Reviewed: May 2021

Review Date: May 2022

Policy Statement

Our School is a happy, safe place where diversity is celebrated and all children are given access to the Early Years Foundation Stage Curriculum. We aim to work in partnership with parents and carers to enable all children to learn, achieve and succeed through play and real life experiences to become productive members of our diverse society.

This Single Equality Scheme for St Mark's Nursery 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
The Disability Discrimination Act (DDA) came into effect in 1995. ... Anyone with a disability is protected by the DDA. The DDA defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women 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 the delivery of the Early Years Foundation Stage Curriculum 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 Local Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

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

The Executive Headteacher 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 L. Bradbury (Teacher in Charge) 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 Local Governing Board.

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:

Co-Chair of Local Governing Board

Date:

Review date: May 2022

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 Special Educational Needs or those learning English as an Additional Language 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 (Spiritual, Moral, Social and Cultural education)
- 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 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 (This is the most recent information available)

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 2001-11 period.

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. (RAISE online 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 (2019) (This is the most recent information available.)

Stoke-on-Trent is:-

- the 12th most deprived area out of 317 areas
- the 3rd most deprived area in the West Midlands
- 18^h out of 317 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

School Characteristics

	School Characteristics		
	School (2019)	School (2020)	National (2020)
Number of pupils	457	461	281
% girls	51%	51%	No data available
% boys	49%	49%	No data available
% known to be eligible for FSM	32%	31%	23%
% Minority Ethnic Groups	96%	97%	No data available
% First Language believed not to be English	84%	80%	21%
% SEN Support	14%	14.3%	12.8%
% SEN Statement or EHC Plan	1.5%	1.1%	1.8%
% Stability	83%	78%	81%
% Deprivation indicator	0.33	0.33	0.21

Special Educational Needs

Main SEN Type

Main SEN	2019	2020
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	SEN Support	EHC Plan	SEN Support	EHC Plan
Specific Learning Difficulty	1	0	0	0
Moderate Learning Difficulty	17	4	25	3
Severe Learning Difficulty	0	0	0	0
Profound and Multiple Learning Difficulty	0	0	0	0
Social Emotional and Mental Health	7	1	4	0
Speech, Language and Communication Needs	24	1	23	1
Hearing Impairment	0	0	1	0
Visual Impairment	1	0	1	0
Multi-sensory Impairment	0	0	0	0
Physical Disability	1	0	1	0
Autistic Spectrum Disorder	0	1	0	1
SEN support but no specialist assessment of type of need	0	0	0	0
Other difficulty/Disability	0	0	0	0
School total	51	7	55	5
Percentage of school roll	14.2%	2%	14.3%	1.1%

Ethnic Groups and English as a First Language Trend

The percentage ethnic make-up of the school is:

	2019	2020

White		
British	4%	2%
Irish	0%	0%
Traveller of Irish heritage	0%	0%
Romany or Gypsy	4%	3%
Any other white background	4%	4%
Mixed		
White and black Caribbean	0.2%	0.2%
White and black African	0.7%	0.7%
White and Asian	5%	4%
Any other mixed background	2%	1%
Asian or Asian British		
Indian	0.7%	0.9%
Pakistani	59%	60%
Bangladeshi	2%	3%
Any other Asian background	11%	11%
Black or Black British		
Caribbean	0.7%	0.7%
African	3%	4%
Any other black background	0.2%	0.2%
Chinese	0.7%	0.7%
Any other ethnic group	2%	4%
Parent/pupil preferred not to say	0.2%	0.2%
Ethnicity not known	0.2%	0.2%

Other vulnerable or minority groups.

	2019	2020
Disability	1%	0.9%
Looked after children	0.4%	0.2%
Asylum Seeker or Refugee	4%	5%

School Level Absence and Exclusions

(Please note that there is no data available for the 2019-2020 academic year)

School level exclusions 2018-2019

Exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.02	0	0.00	1.41	0	0.00	0.63	0	0.00	0.29
Male	0	0.00	0.04	0	0.00	2.41	0	0.00	1.07	0	0.00	0.51
Female	0	0.00	0.00	0	0.00	0.36	0	0.00	0.17	0	0.00	0.07
Ever 6 FSM	0	0.00	0.06	0	0.00	3.86	0	0.00	1.67	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.79	0	0.00	0.37	0	0.00	0.16
SEN EHCP	0	0.00	0.18	0	0.00	13.61	0	0.00	5.56	0	0.00	3.32
SEN support	0	0.00	0.12	0	0.00	6.90	0	0.00	2.89	0	0.00	1.49
No SEN	0	0.00	0.00	0	0.00	0.38	0	0.00	0.21	0	0.00	0.06
English first language	0	0.00	0.03	0	0.00	1.65	0	0.00	0.72	0	0.00	0.35
English additional language	0	0.00	0.01	0	0.00	0.50	0	0.00	0.29	0	0.00	0.09

School level exclusions – 3-year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Exclusions - 3 year trends											
Breakdown	2016/17			2017/18			2018/19				
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %		
Permanent exclusions as a percentage of the pupil group	0	0.00	0.03	0	0.00	0.03	0	0.00	0.02		
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.37	1	0.24	1.40	0	0.00	1.41		
Pupils with 1 or more fixed period exclusions	0	0.00	0.62	1	0.24	0.62	0	0.00	0.63		
Pupils with 2 or more fixed period exclusions	0	0.00	0.29	0	0.00	0.29	0	0.00	0.29		

School level absence – 3-year trends

This is data for the absences reported in each of the last 3 full academic years.

Absence - 3 year trends									
Breakdown	2016/17			2017/18			2018/19		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	379	4.7	4.0	372	4.2	4.2	383	4.1	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	34	9.0	8.3	36	9.7	8.7	37	9.7	8.2

Persistent absenteeism

	School	National
2018	13.4%	9.6%
2019	9.7%	8.2%

Appendix 4 – Pupil Achievement data – please see our school website for this information.

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.

- Abbey Hill Special School
- Achievement for All
- ARCH
- Art Brazil
- 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 Psychologists
- Hanley Community Fire Station
- Hanley Library
- Hanley Park
- Hanley Town Sports Association
- Inclusive Learning Services
- Multi-Academy Trust Schools
- 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
- 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

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 www.saintmarksprimary.org.uk 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