

ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



ACHIEVEMENT RESPECT COMMUNITY VALOUR

Equality Statement

St George's C E Primary School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan.

Part 1: Information

Pupil population

Number of pupils on roll at the school broken down by gender, SEND and ethnicity.

Gender	Male	Female	Total
	74	69	143

SEND	EHCP/ S	Other SEND	No SEND	Total
	6	26	111	143

Ethnicity	Other Black	Black Ghanaian	Black Nigerian	Black Sierra Leon	Black Caribbean	Chinese	Latin/ South America	British	European	Total
	28	13	60	10	19	4	5	1	3	143

Exclusions

In 2017-18 there have been no exclusions.

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

Staff training on meeting our equality duties took place in September 2017

Record keeping and monitoring

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We keep a record of prejudice related incidents and bullying.
- We keep a record of exclusions.

Policies which particularly contribute to the promotion of equality

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- ICT & E-safety Policy
- Teaching and Learning Policy
- Relationship and Sex Education Policy
- PHSE and Wellbeing Policy

Curriculum

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. At St. George's we follow the SDBE schemes of work for religious education which covers and celebrates the main world faiths.

- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by our embedded school values of respect, community, valour and achievement.

Engagement/consultation

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by high turn outs to parents evening and an increasingly active parents forum which meet termly.

Disability

We are committed to working for the equality of people with disabilities.

Please see [Accessibility Plan](#), and [SEN Information statement](#).

School actions to eliminate discrimination, promote equality of opportunity and foster good relationships include:

- Supporting learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.☐
- Children with disabilities are supported and enabled to take part in all school events, trips and sports days.
- The use of assemblies and curriculum resources to provide positive images and perceptions of people with disabilities.
- In planning any maintenance and refurbishment we consider ‘general’ adjustments which may be needed for pupils with disabilities ‘generally’. For example, the Year 5 classroom was moved downstairs to accommodate a wheelchair bound pupil.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds.

The attainment and progress of different ethnic groups in our school community are closely tracked to ensure every group is making good or better progress and that children regardless of ethnicity receive the support they need to succeed.

We hold an annual international week which celebrates cultural diversity and promotes parental involvement in our school.

As part of our RE curriculum children visit different places of worship including mosques and synagogues.

Gender

In order to eliminate gender discrimination and promote equality of opportunity for all we:

- Set targets for teachers and children to improve the attainment and rates of progress of particular groups of boys and girls.
- Promote all clubs extra-curricular activities to both sexes equally.
- Tailor our curriculum to match the interests both boys and girls.
- Have the same high expectations of behaviour for all children and ensure that consequences for poor behaviour choices are the same for all.

Religion and belief

At St George's C E Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

The curriculum supports pupils to build their sense of identity and belonging, which helps them flourish within their communities as citizens in a diverse society. At St. George's we follow the SDBE schemes of work for religious education which covers and celebrates the main world faiths. We encourage class visits to different places of worship such as mosques and synagogues.

We promote inclusion for all our faith groups in all parts of the curriculum.

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

We use teaching and learning curriculum resources to provide positive examples as well as images of differing

- family set-ups e.g. same sex parents
- sexual orientation
- gender identity