



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL  
“Realising the potential of every child within a caring, Christian community”

## Public Sector Equality Duty (PSED)

### Equality Scheme Policy 2017 - 2020

#### Public Sector Equality Duty 2011

On 5<sup>th</sup> April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties.

The 3 aims of the general duty are to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relationships between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

#### Mission Statement

At St Thomas of Canterbury Church of England Junior School we:

*“Realise the potential of every child within a caring, Christian community.”*

#### 1) Policy Statement

- a) In accordance with St Thomas of Canterbury Church of England Junior School’s mission statement we pledge:
  - To respect the equal human rights of all our pupils;
  - To educate them about equality; and
  - To respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to the nine protected characteristics/groups:
  - Race
  - Religion or belief
  - Sex
  - Gender reassignment
  - Disability
  - Sexual orientation
  - Age
  - Marriage and civil partnership



## ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL

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- **Pregnancy**
  - *Socio-economic background (not a protected group but important nonetheless)*
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- Ethnicity;
  - Religion or belief; and
  - Socio-economic background

### 2) Statutory Requirements

The equality objectives in Section 10 address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex County Council procedure for recording incidents involving pupils in schools.

### 3) The School Community

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school’s context, it relates closely to the beginning of our self-evaluation form (SEF). It demonstrates the awareness of the Governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning actions to promote equal opportunities.

- Ethnicity/cultural context of the school (local)  
We are predominantly a White British school 78% which is above the national average (69.3%)  
Minority Ethnic groups make up a small percentage of our pupil population 22%. We have 8% (25) of pupils who have English as a second language.

#### Ethnicity

White British	243	78.3%
Bangladeshi	2	0.6%
Indian	15	4.8%
Other Black African	3	0.9%
Black – Nigerian	10	3.2%
Any Other Black Background	1	0.3%
Other Chinese	1	0.3%
Other Mixed Background	3	0.9%
White and Asian	7	2.3%
White and Black African	2	0.6%
White and Black Caribbean	5	1.6%
White and Any Other Ethnic Group	1	0.3%
White Eastern European	5	1.6%
Italian	1	0.3%
White Other	5	1.6%
White Western European	2	0.6%
Refused	4	1.3%
<b>TOTAL</b>	<b>310</b>	<b>100%</b>



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL  
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Religion/Belief

Christian	261	84.1%
Muslim	4	1.3%
Hindu	16	5.2%
Jewish	1	0.3%
No Religion	28	9%
Refused	0	0%

Socio-economic Context

We have a very mixed catchment in terms of those in private and social housing. Our percentage on FSM is 4.8% (15) – April 2017.

There are currently no issues affecting the school apart from making our pupils more aware of other cultures and what it means to live in a multi-cultural society as we serve such a mono cultural area. The new PREVENT strategy has been delivered to staff through training and CPD and they understand their professional duty and responsibility in this area.

**4) Responsibilities**

The Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives
- making sure the equality, access and community cohesion arrangements are readily available as required and that Governors, staff, pupils and their parents know about them
- producing regular information for staff and Governors about plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL  
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## **5) Staff Development**

Clear school ethos, Christian values and high expectations underpin all our work and behaviour and ensure equality for all staff in every aspect of their development.

All school policies include statements which demonstrate our commitment to equality for all. All staff and visitors are aware of the school aims and mission statement and apply these in their dealings with all stakeholders.

Staff are aware of their statutory responsibilities towards equality and staff and Governors have had safeguarding and PREVENT training. Reference to this plan is included at staff induction.

## **6) Publication and Review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school Governors publish it on the school website and make paper copies available upon request.

The scheme will be kept under regular review [annually at the summer term Governing Body meeting] for three years and then updated/replaced in September 2020.

## **7) Reporting on Progress and Impact**

A report on progress with actions listed below will be published by the Governors at the end of each year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## **8) How We Conduct Equality Impact Assessments**

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age
- pregnancy/maternity/paternity

School practices are assessed regularly in relation to the school's commitment to equality for all (*Appendix 1*). Data is kept on all identified groups to ensure attainment and progress is consistent. The school will keep evidence of any reported incidents that could impact on any one of these groups. Incidents are reported to Governors and the Local Authority as appropriate.

## **9) How We Chose our Equality Objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i) from the equality impact assessments listed in Section 8 above (*Appendix 1 & 2*)
- ii) from data [pupil data on Target Tracker, Integrus, FSM, Pupil Premium, RAISEonline]



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL

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- iii) and from involving relevant people (including disabled people) from the start in the following way:
- iv) informal discussion with parents, staff and pupils,
- v) feedback from parental questionnaire March 2016

The evidence was then analysed in order to choose objectives that will:

- i) promote equality of opportunity for members of identified groups
- ii) eliminate unlawful discrimination, harassment and victimisation, and
- iii) foster good relations between different groups in terms of
  - o ethnicity
  - o religion or belief
  - o socio-economic background
  - o gender and gender identity
  - o disability
  - o sexual orientation
  - o age
  - o pregnancy/maternity/paternity

**10) Equality Objectives (2017 – 2020)**

Equality Objectives		
Objective	Protected Group (who will be most affected/influenced)	Outcomes
1) To improve <b>attendance</b> for SEND children with EHC/Statements [Inspection Dashboard]	<ul style="list-style-type: none"> <li>• SEND</li> <li>• Boys/girls</li> <li>• Pupil Premium children</li> </ul>	Increased attendance rates of SEND children will fall in line with school attendance target of 96.5%. Regular attendance will increase rate of progress and attainment.
2) To reduce the percentage of <b>persistent absentees</b> (PA) for SEND children with EHC/Statements [Inspection Dashboard]	<ul style="list-style-type: none"> <li>• SEND</li> <li>• Boys/girls</li> <li>• Pupil Premium children</li> </ul>	Reduction in number of children being identified as PA (attendance below 90%) Regular attendance will increase rate of progress and attainment.
3) To ensure any reported incidents linked to the <b>9 protected groups</b> are dealt with following the appropriate protocols and procedures and reported to the Governing Body.	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Gender reassignment</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Age</li> <li>• Marriage and civil partnership</li> <li>• Pregnancy/maternity/paternity</li> </ul>	Children/adults subject to inappropriate comments or behaviours are protected, supported and listened to. Children/adults feel secure in the knowledge that any concerns will be dealt with swiftly and effectively.
4) Ensure that children have the opportunity to experience and learn about the <b>wide diversity of faiths and cultures</b> in our society in order that they develop understanding and mutual respect.	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Age</li> </ul>	Children have an understanding of Gospel values, British values and how these compare to the values/ethos of other faiths and cultures. Children develop a deeper understanding of their faith, a greater understanding of Christianity ('Understanding Christianity' project) and how this is represented in modern society.



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This policy was drafted: **April 2017**

Policy approved: **July 2017**

Policy due for review: **September 2020**



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**Appendix 1- Equality Information**

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Comparative attainment/progress data; racist incident reporting; identified BME/EAL groups at PPMs; equal opportunities with recruitment.	Equal curriculum to cater for all beliefs, cultures; intervention group analysis; recruitment procedure; equal opportunities.	Inclusion and integration; celebration of different cultures; PSHE/SEAL worship; relationship with parents.
<b>Disability</b>	SEND achievement data; Target Tracker; PCPs to target individual needs; reasonable adjustments made for individual children; seating arrangements; recognition of disability equality within each policy.	Accessibility monitoring; recruitment procedures; equal opportunities; resources available for individual groups depending on need.	SEND review meetings; involvement of outside agencies; parental relationships; caring ethos promoted; foster empathy within children; PSHE/SEAL worship.
<b>Sex</b>	Analysis of attainment/progress data; boy/girl friendly themes within curriculum map/planning; equal recruitment opportunities; equal training opportunities.	Creative curriculum; range of clubs to address interests and abilities; boy/girl friendly themes.	Positive gender models given by staff; respect between genders; mixed groups and classes.
<b>Gender Reassignment</b>	N/A – no gender reassignment in school at current time; equal opportunities when recruiting.	Recruitment procedure; equal opportunities curriculum.	Celebration of differences.
<b>Pregnancy and Maternity</b>	Profile of staff pregnancy and maternity leave; health and safety reviews/risk assessments; adjustment to working hours (flexible working); keeping in touch (KIT) days.	Maternity and paternity leave; paid leave for illness of child (refer to leave of absence policy); flexible working hours consideration.	Support amongst staff; focus on return to work hours fitting with family life (part time)/operational needs of the school.
<b>Age</b>	Skills considered rather than age when recruiting; no age specification when advertising.	Training available for staff of all ages, clubs for all ages.	PSHE/SEAL worship.
<b>Religion and Belief</b>	Not a requirement to be Church of England but to have a sympathetic understanding of Christian ethos; positive discrimination towards regular church attenders during children’s applications; adjustments to RE curriculum – 80% Christian: 20% other faiths.	All cultures are respected and valued; celebration of different religions; right to withdraw from collective worship.	Celebration of differences, sharing beliefs, daily collective worship.
<b>Sexual Orientation</b>	Equal opportunities during employment.	Recruitment procedure; equal opportunities; curriculum.	Celebration of differences; parental relationships; support of children within same sex families.



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**Appendix 2- Equality Engagement**

Protected Characteristics	Aims of the General Duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relationships?
<b>Race</b>	PSHE/SEAL worships to celebrate different identities; targeting of groups not achieving ARE; EAL support (where necessary); use of translation software.	Signposting to EMTAS resources; developing parental relationships; translation of newsletters.	Positive relationships with families of different race; parent/home links.
<b>Disability</b>	SEND annual reviews; child led targets; parental input; non class based SENCo.	Outside agencies links with school; PCPs; reasonable adjustments; specialist teacher support.	Relationships with parents; school nurse; cystic fibrosis/epilepsy training.
<b>Sex</b>	Not applicable	Not applicable	Not applicable
<b>Gender Reassignment</b>	Not applicable at present	Not applicable at present	Not applicable at present
<b>Pregnancy and Maternity</b>	Agreed paid childcare for illness (1 <sup>st</sup> day only); risk assessments during pregnancy.	Flexible working hours (part time); KIT days.	Contact during maternity leave; health and safety/risk assessment reviews.
<b>Age</b>	All ages welcome to support school; work experience students visit school.	Equal opportunities during advertising process.	House Captains/CATS involved in decision making
<b>Religion and Belief</b>	Involvement with Chelmsford Diocese; St Thomas of Canterbury Church/ St George’s Church; daily act of collective worship.	RE curriculum includes units looking at teaching of Islam and Judaism (temple/mosque) in order to promote understanding and tolerance.	Incumbent at St Thomas of Canterbury Church; vicar at St George’s; Diocesan links.
<b>Sexual Orientation</b>	Not applicable at present.	Not applicable at present.	Not applicable at present.