



## Great Totham Primary School Single Equality Statement

### 1. Legal Duties

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relationships in relation to age, disability, ethnicity, gender, religion and sexual identity.

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

*Throughout this document, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.*

### 2. Guiding Principles

We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We are aware of unconscious bias and mindful of our responsibility not to make any decisions or judgements based upon our own personal experiences and beliefs. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

In fulfilling our legal duties, we are guided by the following principles:

- That all learners and potential learners, and their parents, are of equal value.
- We recognise and respect differences. This means that treating people equally does not necessarily involve treating them all the same. Our policies and procedures must not discriminate but must nevertheless take account of life-experience, background, and 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 all children and adults are recognised
  - Religion, belief or faith background
  - Sexual identity.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good practice in staff and Governor recruitment, retention and development with regards to equalities
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve our community
- We formulate and publish specific and measurable objectives. The actions taken to achieve these objectives are published in our action plans, which are evaluated and updated annually.

### **3. The Curriculum**

We keep our curriculum under review in order to ensure that teaching and learning reflect our guiding principles. We make reasonable adaptations to ensure children with disabilities can fully participate (in line with professional advice) in the whole curriculum and enrichment opportunities such as trips, clubs and residential. The SENCo works in partnership with individual families to ensure each specific child's needs are met.

### **4. Ethos and Organisation**

We apply our guiding principles 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
- Admission and attendance
- Staff recruitment, retention and professional development
- The care, guidance and support offered
- Behaviour and exclusions
- Working in partnership with parents and Governors
- Working with the wider community

### **5. Addressing Prejudice and Prejudice-related Bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties referred to in the introduction. The school is committed to dealing firmly with any incidents of discrimination, harassment and victimisation.

Staff receive guidance and training on how prejudice-related incidents should be identified, assessed, recorded and dealt with. This information is then shared with the SLT (SLT may be directly involved) so that whole school trends can be identified and actions taken to address attitudes or issues.

### **6. Roles and Responsibilities**

- The Governing Body is responsible for ensuring that the school complies with legislation, and that this statement and its related procedures and action plans are implemented
- A member of the Governing Body has the nominated role of Equality Governor.
- The Headteacher is responsible for implementing this Statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; for taking appropriate action in any cases of unlawful discrimination
- 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 a curriculum and lessons that reflects the guiding principles
  - Respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same
  - Highlight training or development that they require to carry out their responsibilities

### **7. Information and Resources**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils

and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

Some comparator detail is available from:

- Local Authority
- Department for Education – national School Workforce Census data:  
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/s wf/news/a0076945/school-workforce-census-data-published>

Publication of quantitative equality information:

- For Pupils: No data used or published will enable public identification of any individual pupil. In accordance with DfE guidelines, if any data population is less than three, the data will not be published

Pupil data will be interrogated by protected characteristic in relation to:-

- |                            |  |
|----------------------------|--|
| ● attendance               | ● take up of extracurricular activities                  |
| ● achievement and progress | ● complaints and incidents of discrimination or bullying |
| ● SEND                     |  |

As we are a school with less than 150 staff, we have no legal requirement to publish staff data.

The most recent statistical information collected by the school will be available on the school website and updated annually. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

## **8. Community Cohesion our School Context**

Great Totham Primary school is located within the village of Great Totham on the outskirts of Maldon. The school operates its own before and after school child care facilities, known as The Lodge.

Our school community consists of children living both within our direct catchment area and those who travel from out of catchment. The school catchment area itself is quite diverse and spreads over a number of surrounding villages. Some of the children in catchment are entitled to free transportation to the school and travel by bus each day.

As a school we are committed to promoting high standards of achievement and behaviour; working with children to fulfil their potential within an inclusive ethos where every individual is valued. Our motto of 'Enjoy, Respect, & Achieve' extends to our whole school community and we actively welcome opportunities to extend our services and meet the needs of our local community through partnership.

The majority of our children are from a White British background therefore we have adopted a more explicit approach to multicultural teaching and learning.

## **9. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents. We have achieved this by:

- Feedback from parent questionnaires, parents' evening or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET

- Feedback from children via PSHE lessons and whole school surveys on children's attitudes to self and school
- Analysis of school data and protected characteristics
- Issues raised in annual reviews, reviews of progress, My Plans, mentoring and support
- Feedback at Governing Body meetings.

#### 10. Summary of Equality Objectives:

When reviewing the success of the 2018-22 scheme and formulating the new objectives, the impact of two years of disrupted education due to COVID19. Was taken into account.

- Taking steps to meet the particular needs of people who have a particular protected characteristic (e.g. Having regard to the beliefs of Jehovah's Witnesses around celebration)

We have chosen this objective following analysis of data regarding our school intake and the need to raise awareness of staff of the beliefs of this group in particular.

- Ensure the new Relationships, Sex Education curriculum is taught without bias or undue influence

We have chosen this objective following staff feedback and the need to ensure all staff have the knowledge and confidence to teach the new statutory curriculum effectively particularly in light of the disrupted introduction due to COVID19

#### 11. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives contained within our action plans. The updated plans will be published on our website annually. This allows our local community to see how we, as a school, are advancing equality opportunities.

We will formally review, evaluate and revise this Single Equality Statement and our action plans every four years.

Date	Chair Committee	Comments
October 2021	Tim Woods	New Policy developed with Objectives for period 2021-25

**This Policy and related action plans will be formally re-developed in Autumn 2025**

## Equality Data

This data will be updated at the beginning of each new year, once KS2 results have been published. In line with DfE guidelines, data for 3 pupils or less will not be included and the space greyed out.

Characteristic	2021*	2022	2023	2024
Number of pupils	427			
Pupils on roll as White British or other White background	393			
Pupils described as being of other ethnic or cultural background	34			
Pupils described as Christian on admission	86			
Pupils described as having another faith or no faith on admission	341			
Pupils on the SEND register	40			
Pupils eligible for Pupil Premium Funding	44			
Looked after children				
Children with English as an additional language				
Ratio boys:girls	209:218			
Average attendance rate	97.58			

\*COVID19 school closure year

## Attainment Data for End of Key Stage 2

	2021				2022				2023					
	Girls	Boys	ALL		Girls	Boys	ALL		Girls	Boys	ALL			
Reading	No SATS due to COVID19													
Writing														
Maths														
R+W+M														
SEND														
Pupil Premium														

	2024			
All children	Girls	Boys	ALL	
Reading				
Writing				
Maths				
R+W+M				
	Read	Write	Maths	R+W+M
SEND				
Pupil Premium				



**Action Plan 2021-2025.**

<b>Equality Strand</b>	<b>Action</b>	<b>Who</b>	<b>Time</b>	<b>Success Criteria</b>	<b>Review</b>
All (General)	Monitor and analyse pupil achievements by identifiable groups and act on any trends or patterns.	Head Teacher	Annually in Autumn	If issues linked to protected characteristics are identified, clear actions implemented and impact monitored	
All (Ob1)	Identify groups within school population with protected characteristics	Head Teacher	Data check Sept		
	Share information with staff as appropriate	Head Teacher	July/Sept		
	Identify staff developments needs re specific knowledge e.g. Are there any aspects of Christmas that JW pupils can take part in	Head Teacher	Autumn	Staff knowledgeable and confident to engage in discussion with parents to ensure appropriate provision provided  Parents trust that the school understands their needs and are respectful	
All (Ob2)	Curriculum Team to monitor implementation	Team		Curriculum adapted as necessary	
	Curriculum Team with support of SLT will provide subject specific training	Team & SLT		Training provided	
	Staff will reflect and inform subject team of any training needs due to gaps in personal knowledge	Team		Team meeting training needs of staff and staff feel confident	
Race Equality Duty	The SLT are monitoring and evaluating any racist incidents across the school and actions taken as required	SLT	Annually or when required	Any events recorded as part of significant incident summary. Evaluated and actions taken to reduce the likelihood of them re-occurring	
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	Year terms as appropriate	Ongoing	Meaningful opportunities embedded into the school curriculum including national events such as Queens Platinum Jubilee (2022)	

Accessibility	Meet the needs of individual children to access curriculum and site	SENCo	Ongoing	Needs met through reasonable adaptations. Outside agencies involved as required for specialist advice	
Accessibility	Meet the needs of parent body and visitors from the wider community	All	Ongoing	Parents and visitors able to access school site, with reasonable adaptations where appropriate <ul style="list-style-type: none"> <li>• Event invites remind parents to notify office of any access needs</li> </ul>	