



EQUALITY POLICY

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy adopted by GB:	Governing Body
Chair of GB:	Lucy Parr
Headteacher:	Rizelle Crouch
Policy review due:	November 2024

Our Vision and Values

St Nicholas is an inclusive school at the heart of Harpenden with strong links to St Nicholas Church and our surrounding community. Our pastoral ethos means every child is known, recognised, valued and treated as an individual, in terms of their emotional, social, physical and academic needs. In our school we have identified a set of core values which all members of the community strive to follow to make this a reality; hope, perseverance, kindness, and responsibility.

Putting our Policy into Practice

At St Nicholas School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to following legislation that outlines the protected characteristics. These are defined as age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, and sexual orientation. These are relevant for all members of our community; staff, Governors, our families and our pupils. For our pupils we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will;

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils,
- monitor achievement data by ethnicity, gender and disability and action any gaps,
- take account of the achievement of all pupils when planning for future learning and setting challenging targets,
- ensure equality of access for all pupils and prepare them for life in a diverse society,
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping,
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice,
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures,
- seek to involve all parents in supporting their child's education,
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning,
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Legal Context

Our school is committed to meeting Public sector equality duty, which came in to force in April 2011 (s.149 of the Equality Act 2010) and which requires us to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to, in respect to the school community (pupils, and employees):

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics are defined as age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, and sexual orientation.

In addition to addressing the protected characteristics above, our school is committed to taking action on wider equality strands (e.g. vulnerable children such as those in public care and young carers).

Roles and Responsibilities

Governing Body	Policy Development	<p>Ensure the development and regular review of the school's equality and other policies</p> <p>Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</p> <p>Ensure the monitoring of equality outcomes relating to wellbeing of employees and the work of the school.</p> <p>Provide appropriate role models for all managers, staff and pupils.</p> <p>Celebrate examples of good practice from the school and among individual leaders, staff and pupils. Ensure a consistent response to incidents, e.g. bullying cases, homophobic/bi/transphobic or racist incidents.</p> <p>Ensure that the school carries out to the letter, the spirit of the statutory duties.</p>
	Policy Implementation	
	Behaviour	
	Public Sector Duties	
Headteacher & Senior Leadership Team	Policy Development	<p>Initiate and oversee the development and regular review of equality policies and procedures.</p> <p>Ensure consultation with pupils, staff and stakeholders in the development review of policies.</p> <p>Ensure the effective communication of the policies to all pupils, staff and stakeholders.</p> <p>Ensure that managers and staff are trained as necessary to carry out the policies.</p> <p>Oversee the effective implementation of the policies.</p> <p>Use informal and formal procedures as necessary to deal with 'difficult' situations.</p> <p>Provide appropriate role models for all managers, staff and pupils.</p> <p>Highlight and celebrate good practice.</p> <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</p> <p>Ensure that the school carries out its statutory duties effectively.</p>
	Policy Implementation	
	Behaviour	
	Public Sector Duties	
Subject Leaders & Teaching Staff	Policy Development	<p>Identify and report equality policy implications as they arise in the classroom and in all dealings with pupils, staff and parents.</p> <p>Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.</p> <p>Develop and deliver a curriculum that fulfils the requirements of our equalities duty.</p> <p>Monitor outcomes, progress and participation of pupils by equalities dimensions and report any concerns at an early stage.</p> <p>Undertake and respond to equalities training as necessary.</p> <p>Model positive attitudes, values and behaviour that promotes equality dimensions.</p> <p>Respond appropriately to the behaviour of pupils and staff, as a whole, and as individuals (praising/challenging as necessary).</p> <p>Contribute to managing the implementation of the school's Equality Scheme.</p>
	Policy Implementation	
	Behaviour	
	Public Sector Duties	

All Staff	<p>Policy Development</p> <p>Policy Implementation Behaviour</p> <p>Public Sector Duties</p>	<p>Contribute to consultations and reviews.</p> <p>Raise with line managers any diversity issues or concerns which could contribute to policy review and development.</p> <p>Maintain awareness of and support for the school's current Equality Policy and procedures.</p> <p>Implement the policy as it applies to staff and pupils.</p> <p>Behave with respect and fairness to all colleagues and pupils, carrying out to the letter and spirit the school's equality scheme.</p> <p>Provide a consistent response to incidents, e.g. bullying cases and racist incidents.</p> <p>Contribute to the implementation of the school's Equality Scheme</p>
Parents & Carers		<p>Ensure that a teacher or the Headteacher is contacted as soon as possible if either an adult or a child is emotionally hurt by any comment made at school.</p> <p>Be made aware that there are different levels and sources of support available within the school. These are allocated by the Headteacher in order to meet the unique needs of children in each class.</p> <p>Ensure that the ethos, values and aims of the school are reinforced in the home.</p> <p>Share information so that the class teacher is aware of any particular needs or circumstances that could help us to provide appropriate support e.g. disabilities of any family member or caring responsibilities that impact on the family.</p> <p>Endeavour to be appropriate role models for their children.</p>
Pupils		<p>Respect themselves and each other.</p> <p>Use language that is inclusive and is not underpinned by discriminatory or hurtful offline or online influences.</p> <p>Raise any concerns about their own or other people's safety and wellbeing as soon as possible with an adult.</p> <p>Grow in awareness of their rights and their responsibilities to each other</p>

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish an annual update detailing impact of actions and including a new action plan. The Equality Policy will undergo a full review every three years.

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. When deciding on a course of action in response to an equality issue, we will seek the involvement of all those affected by the outcome of decisions including of staff, pupils, parents and governors as well as others with specific knowledge which can inform the school's approach. We will continue to consult various stakeholders on this scheme and on our policies

Impact Assessment

All school policies are reviewed for equality implications as part of the rolling programme of review and issues arising are identified and where required carried forward into the School Plan. Key outcome data for equalities, e.g. bullying and racist incident data, identified imbalances in participation/achievement by group, and changes in school context data relevant to equalities is included in the Headteacher's termly report to governors and identified through monitoring and data analysis. Progress on the delivery of specific equalities objectives will be reported to the governing body via the Curriculum and Standards or Resources Committees.

Appendix 1 School Context As at November 2023

Characteristic		Pupils	Staff	Governors
Total Number		147	30	14
Male		46%	3%	36%
Female		54%	97%	64%
Pupil Premium		5%		
Disability		0	3%	0
BME		21%	3%	0
EAL (including bi-lingual speakers)		10%	20%	0
Religious Character	Christian	72%	100%	100%
	Other inc Sikh, Hindu, Jewish, Muslim	23%		
	Other/Non	5%		

Appendix 2

