



Markyate Village School and Nursery

Equity, Equality, Diversity and Inclusion Plan

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Head Teacher Senior Management Team Subject Leaders	20 th October 2022 January 2024
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<u>Record of Review and Amendments</u>	
<u>Date</u>	<u>Brief Details of Changes</u>
01.02.24	Page 6: school data updated
01.02.24	Page 4: note added to include The Equality Act and Schools document, May 2014, information on curriculum content
01.02.24	Page 9: Commitment to Review: addition of communication through Parent Council
01.02.24	Page 14: Setting Equality Objectives and Action Plan: qualify that PPG and SEND pupils make equal or better than progress compared to peers nationally and all pupils nationally Updates added to outcomes of initiatives

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1: Vision and Values

Our equality vision and the values that underpin school life

School Mission

We are a school passionate about children's education. Our motto is: *Together we Aspire, Strive and Achieve*. Therefore, our purpose is to develop a child's confidence and curiosity, their ability to learn well and to develop every child's unique talents to the highest level that they can achieve. Our staff are dedicated and forward thinking and both children and adults enjoy working in a friendly, calm and purposeful environment.

School Aims

To achieve our mission for every child, we aim to:

- value and respect all children as individuals and to develop their confidence and self-esteem so to encourage them to want to excel for themselves and for the school community
- teach a rich, broad, balanced, bespoke and relevant curriculum that encompasses the Foundation Stage and the National Curriculum, so that all children acquire learning skills and a knowledge and understanding of the world we live in.
- help children develop lively, imaginative, enquiring minds; the ability to question, debate rationally and problem solve; the ability to become independent learners
- develop children's understanding and regard for the rights and beliefs of others, and a concern for the environment and the world we live in, in order that they develop as considerate, well-mannered, informed, responsible, positive and active citizens
- provide a happy, caring, secure, stimulating and organised learning environment that acts as a motivational force for all children and encourages their participation in its creation and care
- widen learning opportunities so that children are introduced to new and enriched learning experiences.

We believe in the contribution and value of all children *and* adults within the school community and we show this in the way we relate to one another. We are committed to supporting the continuous professional learning of all staff through development and training.

School Values

We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member. We are committed to developing the attributes of kindness, confidence, resilience and fearlessness.

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise their potential. The endeavours of all children are valued, and achievements are celebrated and shared. We believe in setting high standards in every aspect of school life, for example, presentation of work, dress, manners, speech, attitudes to others and work. We are committed to the values of truth, integrity and honesty.

In establishing the tone of the school, we aim for an atmosphere relaxed, purposeful and devoid of tension. Children work best in a calm, friendly environment, where the qualities of common sense, courtesy and consideration for others may be exercised. To this end, we have a positive approach to behaviour and encourage children to consider others in all aspects of school life, by learning to develop a sense of self-discipline and a respect for others and the school. This is considered an important part of their personal and social development.

Our school rules are few and simple and are encapsulated in our four Golden Rules:

- We are Learners
- We are Listeners
- We are Respectful
- We are Responsible

Please see our Positive Behaviour Policy and Anti-Bullying Policy for our approach to supporting positive pupil behaviour and fostering positive experiences in school.

Our curriculum is carefully planned – see Curriculum plans on our website – and care is taken to build in differentiated activities according to the needs of the children in short term planning.

Our school topics aim to maximise natural links between subjects but curriculum areas are also taught as separate subjects. The aim is to make the learning experiences for the children as cohesive and interesting as possible. We believe that children learn most effectively from first hand experiences and we endeavour to provide them whenever possible.

The Equality Act and Schools document, May 2014 (page 14) states that:

'The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However, the way in which a school provides education – the delivery of the curriculum – is explicitly included.'

2.9 Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.'

Promoting equality and tackling discrimination:

At Markyate Village School, we are committed to ensuring quality of education and opportunity for all pupils and staff. We constantly aim to provide a culture of inclusion and diversity in which people feel free to disclose their disability and celebrate the diversity of experience that our community brings. We welcome differences and celebrate different cultures, respecting the needs of the individual, the group and the school community as a whole. Our displays and resources we purchase reflect this.

The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching. We make and continue to make reasonable adjustments to ensure that the school environment is as accessible as possible to all pupils. At Markyate, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We also seek to extend the understanding of our pupils in order to prepare them for an adult life in a multicultural and diverse society, which may be more diverse than our own local community at the present time. We actively promote British values; see Promoting British Values on our website.

When possible, we link with other schools and establishments with a more diverse or different ethnic community locally and internationally, and invite visitors into our school to describe their own faiths, beliefs and ways of life. We will encourage positive attitudes towards people who have a disability and this may include visitors with a disability sharing their experiences with the pupils. The pupils in our school are taught to respect all visitors and approach these opportunities with a real spirit of enquiry.

In fulfilling the legal obligations in Section 3, we are guided by the following six guiding 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 have a disability
- whatever their race, ethnicity, culture, national origin or national status
- whatever their sex
- whatever their gender assignment
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

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
- race and ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the different needs and experiences of girls and boys, and women and men, are recognised
- gender reassignment
- religion, belief or faith background
- sexual orientation

Principle 3: We foster understanding, 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 people with disabilities, good relations between people with disabilities and non-disabled people, and an absence of harassment of people with disabilities
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin, national status, sexual orientation, gender assignment
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic/biphobic/transphobic 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 have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their sex, gender assignment and sexual orientation, and with full respect for legal rights relating to age, marital status, pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

- We listen to the lived experiences of members of the school community to help inform our development of our policies and practice
- All policies are reviewed and revised with attention to identifying and removing any negative impact on different groups

Principle 6: Society as a whole should benefit

We intend that our policies and activities should benefit everyone in the school and across society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of different sexual orientations or who are gender reassigned

2: School Context

The characteristics of our school.

A brief description of our school and its community setting:

Admissions and Catchment Area	The vast majority of our children live in Markyate Village, but we do have children who live outside the Village and travel to us each day.
Boys and Girls	49% of children at school are boys and 51% are girls.
Eligibility for Free School Meals	Approximately 11% of pupils are known to be eligible for and claiming free school meals, or have been known to be eligible in the last six years; this is below the national average of 23.8% (June 2023 published data).
Background	Families who send their children to this school are in the main recorded as white-British (77%).
Attendance	For the academic year 2022-2023, the whole school attendance figure was 95.2%.
Special Educational Needs	Approximately 11% of pupils are identified as having special educational needs and /or a disability. The percentage of pupils with a statement or EHC plan is 2%.
English as an Additional Language	6% of pupils have English as an additional language; below the national average. This represents 10 different languages, with very small numbers of each. Languages include Spanish, Romanian, Portuguese, German, Czechoslovakian, Hindi, Ukrainian and Slovakian.
Staff	There are 32 members of staff. 30 members of staff are female and 2 are male. Our staff include those with Christian, non-Christian, Hindu faiths.
Community	Our community is involved in the school by being involved in the Parent Council, being Governors and by being involved in the Friends of Markyate School (FOMS). We work with the Parish Council on projects, such as the Queen's Platinum Jubilee in 2022 and the Village May Fayre, and with St.John's church with donations to the local food bank and celebrating annual festivals. Children's work is on display in the village underpass, following a joint project between the Parish Council and Local Authority.

- Figures taken from February 2024 school data

3: Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At Markyate Village School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better
- advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

4: Roles and Responsibilities and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every term, School Leadership Team and Subject Leaders will report to the Headteacher on actions and progress. Every year there will be a report on equality and diversity to the Governors FGB Meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work. Responsibility for:	Key person:
Single Equality Policy	Head and Finance Committee
Disability equality (including bullying incidents)	Head, SLT and Finance Committee
SEN/LDD (including bullying incidents)	Head, SLT and Finance Committee
Accessibility	Head, SENCo, Finance and T&L Committees
Sex and Gender equality (including bullying incidents)	Head, SLT, Finance Committee
Race equality (including racist incidents)	Head, SLT, Finance Committee
Equality and diversity in curriculum content	Head, subject leaders, T&L Committee
Equality and diversity in pupil achievement	Head, subject leaders, T&L Committee.
Equality and diversity – behaviour and exclusions	Head, SLT, T&L Committee.
Participation in all aspects of school life	Head, SLT, T&L Committee.
Impact assessment	Head, SLT, Chair, FGB
Engagement /Stakeholder consultation	Head, SENCo, Chair
Policy review	Head, SLT, Governors,
Communication and publishing	Head, Governors

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

Two specific duties:

1. Schools should publish information which shows compliance with the PSED:

We are committed to sharing information about our equality work. At Markyate Village School and Nursery we will publish information annually on our work to eliminate discrimination/harassment, advance equality and foster good relations. Equality information will be available on our website, for example our school prospectus, and in Governing Body Minutes. We will also share information through newsletters, Parent Council Meetings and face to face meetings. We publish the following information on our website:

- our anti-bullying and behaviour policies
- evidence of work done in response to analysis that: supports pupils' to improve their performance in reading, writing and mathematics,

- evidence that makes improvements to the physical environment to enable disabled pupils and members of our community to take better advantage of all services and facilities
- evidence that supports pupils with special educational needs

On our website, in newsletters, class pages and curriculum pages, we publish information on:

- aspects of our curriculum which explore different cultures and promote understanding of different religions.
- our links with other schools abroad which enable pupils to exchange experiences with children from different backgrounds,
- how we are working with our community to foster good relations.

2. Schools should publish at least one equality objective

Our equality objectives are rooted in our commitment to advancing equality in line with the PSED. We will continue to maintain an equality action plan that aligns with our school development plan and accessibility plan. We will annually review the impact of our actions to meet our objectives, and update the published information.

Commitment to action

Governors will:

- Provide leadership and drive for the ongoing development of equalities across the school, including through the procedures for reviewing all policies
- Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication, development and implementation of equality practice
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and prejudice related incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

The Head teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and prejudice related
- Ensure that the school carries out its statutory duties effectively

Senior Leaders will:

- Behave in accordance with the school's policies, leading by example
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All Parents and Pupils will:

All pupils will actively engage with the aims, values and actions of this scheme

All parents/carers will support the school in the implementation of this scheme

Statement of Compliance

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on grounds of age, disability, ethnicity and race, sex, gender reassignment, pregnancy, maternity and breastfeeding, religion or belief, sexual orientation and marriage and civil partnership. With regard to disability, we make such reasonable adjustments as are necessary to prevent a person with a disability being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of people with disabilities or sexism.

The definition of a prejudiced-related incident:

Any incident perceived to be prejudiced by the victim or any other person, in relation to

- Disability (ableism/disableism)
- Gender reassignment (transphobia)
- Race/Ethnicity (racism)
- Religion and belief
- Sex (sexism)
- Sexual orientation (homophobia/biphobia)

5: Engagement

Involving our learners, parents/carers and others.

Engagement – Participation and Involvement

We engage and involve all relevant stakeholders in a variety of ways, taking into account a range of needs, such as through:

- ☐ One to one meetings
- ☐ Invitation to consultation meetings, coffee mornings, new stakeholder meetings
- ☐ Questionnaires and surveys
- ☐ Informal meetings and discussions
- ☐ Pupil discussions and interviews
- ☐ Staff and governor consultation, e.g. through staff meetings and governor committee meetings
- ☐ Meetings with partners and community organisations
- ☐ School newsletters and website

In the development of this scheme we have welcomed the participation and involvement of people from broad and diverse backgrounds/characteristics. When deciding what to do to tackle equality issues, we have and will continue to consider/consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using information –Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessments (EQIAs) help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect a range of information relating to incidents of harassment and bullying, including prejudice related incidents, to judge the impact of our actions. Attainment and value-added data provides evidence of our outcomes.

We value more qualitative information which may be given to us through a variety of mechanisms, from lesson observations to pupil discussions and interviews. We conduct pupil voice activities such as anti-bullying questionnaires/ happiness audits. The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

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

- data from Inspection Data Summary Report (IDSR)
- pupil progress meetings and Arbor data
- consultation/stakeholder engagement through meetings as outlined in section 5
- Pupil discussions/interviews/questionnaires, e.g. annual questionnaire,

Our equality objectives: Equality Objectives	Protected Characteristic
1. To maintain and build on high standards in English and mathematics; in particular to continue to ensure pupils in receipt of PPG reach standards and make progress that is better than their group nationally and all pupils nationally	Economic background
2. To maintain and build on high standards in English and mathematics; in particular to continue to ensure pupils who have Special Educational Needs reach standards and make progress that is better than their group nationally and all pupils nationally	SEN, disability
3. Maintain a high standard in promoting good understanding and respect for different religions and beliefs.	Religion or belief

8:Setting Equality Objectives Action Plan

Our equality objectives: Equality Objectives	Barriers	Action 1 Autumn Term	Action 2 Spring Term	Criteria and Evidence
1. To maintain and build on high standards in English and mathematics; in particular to continue to ensure pupils in receipt of the Pupil Premium Grant (PPG) reach standards and make progress that is equal or better than their group nationally and all pupils nationally	<i>Absence and Late arrival</i> <i>Limited Home Learning</i> <i>Positive Mindset</i>	Ready to Learn Strategies National Tutoring Programme and H/W Club Mindfulness Coaching Ignites programme	Ready to Learn Strategies National Tutoring Programme and H/W Club Leadership programmes	Feb 2024 attendance Whole school 95.8%, PPG 94.8% with illness main factor in variation 3 step progress in core subjects
2. To maintain and build on high standards in English and mathematics; in particular to continue to ensure pupils who have Special Educational Needs (SEN) reach standards and make progress that is equal or better than their group nationally and all pupils nationally	<i>Absence and Late arrival</i> <i>Availability of intervention and small group work</i>	Ready to Learn Strategies / Mindfulness Coaching Ignites programme SLT review of organisation and availability of staffing	Ready to Learn Strategies / Pupil leadership programmes Professional visits to review Learning Plans and core subject planning for SEN	Our SEND HfL Advisor report in Nov 2023 looked at three areas of the SEND Benchmark & Planning Tool 2a, 4b and 5c which were deemed to be good or exemplary
3. Maintain a high standard in promoting good understanding and respect for different religions and beliefs .	<i>School context (95% white Christian or non-faith)</i> <i>The local area has mainly Christian places of worship.</i>	Embed new RE and Collective Worship Policies Autumn 2022. RE Action Plan shared with staff for consistent, high quality teaching approaches. Celebration of a range of festivals including: Diwali, Advent, Christmas	Philosophy for Children (P4C) for key stage 2 children led by Rev Jo Burke Celebration of a range of festivals including: Chinese New Year and Easter	Pupils are able to talk about a range of faiths showing an understanding of differences and similarities Feedback from Rev Nick Drury and Jo Burke found good understanding and empathy from students