

Killigrew Primary and Nursery School

Equality, Diversity, and Inclusion

September 2023

KILLIGREW PRIMARY AND NURSERY SCHOOL
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Our equality vision and values:

We create an environment for learning that encourages all children to achieve the highest standards through the provision of an inclusive, broad, balanced, diverse and imaginative curriculum coupled with highly effective teaching.

We help our children to be respectful, confident, responsible, and caring through promoting their spiritual, moral, cultural, emotional and physical development. Through our focus on building cultural capital, we prepare all our pupils for the opportunities, responsibilities and experiences of later life.

We ensure that our curriculum represents the contributions of all ethnic groups and cultures through recognising the diverse backgrounds and experiences from which our children originate. We evaluate our teaching to ensure that it prioritises authentic portrayals of diverse communities, people and experiences. Our curriculum offer is inclusive of the experiences and histories of those with protected characteristics and it allows our pupils to think more critically about how knowledge is formed and how it comes to be valued.

What we do:

1. Respect the human rights of all our pupils and educate them about equality.
2. Promote positive attitudes to disability.
3. Enable the whole school community to contribute to, and gain full access to, all activities.
4. Ensure pupils understand the importance of diversity through teaching them about the experiences of people of all faiths (and no faith), different races, genders, ages, disability, sexual and gender orientation.
5. Place the safeguarding of children at the forefront of our educational practice.
6. Promote gender equality in all aspects of school life through challenging stereotypes, achievement gaps and self limiting aspirations.
7. Overcome any barriers to learning to promote resilience and positive self-esteem for all our pupils.
8. Respect the equal rights of our staff and other members of the community.
9. Comply with relevant legislation and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

10. Evaluate and review our curriculum offer to ensure that it is inclusive of the experiences and histories of those with protected characteristics.

2: **School Context**

The characteristics of our school

Killigrew Primary and Nursery School is a two-form entry community school.

Characteristic	Total	Breakdown (number and %)
Number of pupils	409	188 female 221 male
Number of staff	50	47 female, 3 male
Number of governors	12	7 female, 5 male
Religious character		Predominantly C of E
Attainment on entry		At or just below Hertfordshire average
Mobility of school population		
Pupils eligible for PPG	33	
Deprivation factor	Low	
Disabled staff	0	
Disabled pupils (EHCP)	2	
Disabled pupils (no SEN)	0	
Pupils with SEN (EHCP & SEN support)	41	
Ethnic Minority Pupils	171	(non-white British)
Pupils who speak English as an additional language	68	
Average attendance rate	95%	

3. Standard Procedures and Processes

a) The standard procedures and processes of our school – disability

- We provide slopes to some of the outside doors and pavements and have a ramp to the Nursery. A disabled toilet is in the junior library and in the infant entrance hall.
- Regular meetings with parents of children with a disability ensure that provision is individualised for their child's

needs. We signpost opportunities for parents to access additional support at home.

- Efficient communication between specialist LSAs, the class teacher, outside specialists, the senior leadership team and the school SENCO supports excellent pastoral and curriculum provision for children with a disability.
- External agencies enhance existing support at home and at school whilst providing additional training (as needed) for all adults working with children with disabilities.
- Extended transition meetings held at the end of each school year ensure that the provision for children with special educational needs is transferred across year groups and any staff training needs are met.

b) The standard procedures and processes of our school – gender

- Daily formative assessment ensures that all children make progress in lessons. Teaching provision is adapted to ensure that the children's learning needs are addressed promptly through reactive teaching practice.
- Prompt small group intervention in class ensures that children are well supported to catch up and keep up.
- Summative assessment takes place at least every term in reading, writing and maths. Foundation subjects are assessed twice a year. Attainment and progress data is analysed by teachers and the leadership team to identify any differences between vulnerable groups and cohorts. Timely intervention is put in place for vulnerable groups, with particular attention paid to groups with protected characteristics.
- Pupil voice is conducted regularly to identify what pupils feel would support their learning and how successfully they have understood the school values linked to equality and diversity.
- PSHE teaching (through the Jigsaw scheme of work) supports all children in taking positive steps to promote emotional intelligence. It challenges stereotype and specifically teaches lessons to enable children to challenge gender bias.
- Our curriculum plans, progression documents and overarching rationale for each curriculum subject rebuke gender inequality.

c) The standard procedures and processes of our school – race

- The school follows the National Curriculum for RE using the Hertfordshire Agreed Syllabus and RE for Today and Tomorrow. We use 'ultimate questions' to support children in challenging pre-conceived ideas and to promote empathy and understanding.
- The Jigsaw scheme of work has a cohesive vision which helps children understand and value how they fit into, and contribute to, the world regardless of their gender, race or cultural beliefs.
- Whole school and key stage assemblies (supplemented by using the Equality, Diversity and Inclusion Calendar as a reference) celebrate tolerance and respect for the beliefs of others whilst also allowing children to talk about current issues and discuss the viewpoints of others.
- All staff members are vigilant for any incidents of prejudice and follow the processes and protocols for reporting and addressing allegations.
- One of our four key school drivers running through our whole curriculum focuses on teaching and appreciating diversity.

d) The standard procedures and processes of our school – community cohesion

- Parents and other adults are always welcome in the school. We have a tab on our website that translates our website content into 95 different languages. We are also able to provide specific school information in different languages on request.
- Links between the school and the local community are valued and we have a parent forum that meets termly, with the head teacher attending the meetings.
- Throughout the year, we support charities by joining in fundraising activities alongside our active PTA. Our school council canvases pupils for additional suggestions for fundraising opportunities.
- We participate in several events organised by our local Parish Council plus community events like the St Albans Abbey Christmas service and the Alban Arena music festival.
- We compete in a wide range of local sporting events, secondary school community quizzes and other enrichment opportunities. This includes a music festival at our local secondary school.
- We ensure that all children have equal access to all events and activities, sometimes through inviting children personally to attend. We engage in a range of activities to allow as many children as possible to find an event of interest to them.
- Individuality is celebrated with celebration assemblies which champion effort in school and outside of school.
- Assemblies and PSHE lessons teach our children about human rights and fundamental British Values. We celebrate the achievement of significant historical figures from different cultural and ethnic backgrounds.
- Celebration assemblies, school council meetings, Eco Committee meetings, travel ambassador groups and pupil voice opportunities allow children to develop and understand what participation means, and how it is linked to democratic processes and responsible actions.
- By working on jobs and responsibilities around the school and in the playground, children learn the benefits of taking responsibility and making sensible choices that support others. Children take positions of responsibility seriously and recognise that they are a model for others. They take an active role in keeping our school safe for all children.
- We have been awarded the Herts for Learning Wellbeing Quality Mark for our continued focus on emotional health and wellbeing. We have been successfully allocated Senior Mental Health Lead funding to support our continued commitment to positive emotional wellbeing for adults and children.

e) The standard procedures and processes of our school – curriculum guidance

- Curriculum provision supports and sustains high standards of attainment and progress for all children.
- Our school learning powers, which are represented by birds, ensure that important values are constantly part of the learning dialogue within the school.
- Through our local history unit, we learn about key historical events in our surrounding area. Through our global geography unit, we learn about issues facing the local, national and global community.
- Lessons across the curriculum promote common values, help pupils to value difference and challenge prejudice and stereotype.
- A programme of curriculum-based activities enriches pupils' understanding of community through fieldwork, offsite visits and presentations from members of diverse communities.
- We support pupils for whom English is an additional language through accessing high quality resources, attending current INSET to support our teaching and using external guidance. We track these pupils carefully to ensure that they make good progress and achieve well.

- When a child joins our school later, we explain our school values and learning powers to ensure that they are settled quickly into our school community. When needed, we use trauma informed approaches to support a pupil's emotional wellbeing and we support their wider family to access the resources they need.
- We have a Special Educational Needs and Disability Code of Practice that ensures that the school is meeting and responding to individual pupil needs by tracking and observing how well all children, and in particular those with a protected characteristic make progress and fulfil their potential.

f) The standard procedures and processes of our school – sexual identity and orientation

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

- By carefully considering the content of our Relationships and Sex Education (RSE) curriculum, we ensure that this subject is taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents.
- Through our teaching, we ensure that children, whatever their developing sexuality, feel that sex and relationships education is relevant to them and sensitive to their needs.
- By teaching an inclusive RSE curriculum, we provide pupils with the knowledge and capability to take care of themselves, understand what is meant by informed consent and what constitutes coercive behaviour. We educate our pupils so that they understand how and when to seek support. We make sure that our pupils' emotional wellbeing is protected as a priority, and we access prompt external support if needed.
- Through staff training, we support teachers to be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- We make sure that pupils understand that others' families, either in school or in the wider world, sometimes look different from their family, and that they should respect and celebrate those differences.
- We ensure that pupils understand that stable, caring relationships, which may be of different types, are at the heart of happy families.
- We continuously promote the importance of respecting others and their choices.
- All staff know how to address bullying and are particularly vigilant for any form of prejudice or stereotype.
- When teaching Relationships and Sex Education, we ensure that our teaching is sensitive, age-appropriate and delivered with reference to the law.

4: Roles and Responsibilities

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

Commitment to implementation

The head teacher retains overall responsibility for ensuring that the action plan is delivered effectively. Actions and progress will be reported to the head teacher. Every year the deputy head will report on equality and diversity to the governors. 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 scheme	Deputy Head Teacher
Disability equality	SENCO
SEN/LDD	SENCO
Accessibility	SENCO
Gender equality	Deputy Head Teacher
Race equality	Deputy Head Teacher
Equality and diversity in curriculum content	Deputy Head Teacher
Bullying / racist incidents	Head Teacher
Equality and diversity in pupil achievement	Deputy Head Teacher
Equality and diversity – behaviour and exclusions	Head Teacher
Participation in all aspects of school life	Deputy Head teacher
Impact assessment	Deputy Head teacher
Stakeholder consultation	Deputy Head teacher
Policy review	Deputy Head teacher
Communication and publishing	Head Teacher

Commitment to review

The school equality scheme is reviewed alongside the School Development Plan (SDP) and the implementation of success criteria is monitored within the school's self-evaluation and other review processes. Following this regular impact assessment, the whole equality scheme is reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will produce an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions.

Commitment to action - responsibilities

Governors:	
	○ Support the development and review of the school's equality policy.
	○ Ensure that the head teacher and senior staff implement the equality policy.
	○ Provide appropriate role models for all staff and pupils.
	○ Ensure a consistent response to allegations of bullying, homophobia, prejudice and racism.
	○ Ensure that the school carries out statutory duties
Leadership Team:	
	○ Create opportunities for pupils and staff to share their comments, suggestions and feedback ensuring that all voices are heard.
	○ Ensure the effective communication of the policies to all pupils, staff and stakeholders.

	<ul style="list-style-type: none"> ○ 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 to deal with difficult situations.
	<ul style="list-style-type: none"> ○ Provide appropriate role models for all staff and pupils. ○ Highlight good practice from staff and pupils. ○ Provide mechanisms for the sharing of good practice. ○ Ensure a consistent response to allegations of bullying, homophobia, prejudice and racism.

	All staff: teaching and non-teaching:
	<ul style="list-style-type: none"> ○ Implement the current equality policy and procedures as they apply to staff and pupils.
	<ul style="list-style-type: none"> ○ Behave with respect and fairness to all colleagues and pupils. ○ Supported by training updates, provide a consistent response to incidents and allegations.
	<ul style="list-style-type: none"> ○ Contribute to the implementation of the school's equality scheme.

5: **Stakeholder Consultation**

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging all stakeholders 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.

6: **Impact Assessment**

Evaluating the impact in terms of the outcomes

Impact assessment statement

The Deputy Head will deliver a summary of action outcomes to the Equality and Diversity Governor annually. Details of this discussion will be published to the Full Governing Body.

7: [Our School's Equality Priorities](#)

Key priorities for action 2023-2024

Priority	Category	Diversity strand	Background
<p>1 <u>KS1</u> To improve boys' attainment in all core subjects. Reduce the progress gap between boys and girls in reading and maths.</p> <p><u>KS2</u> Reduce the progress gap between boys and girls in KS2, particularly in writing and then reading.</p>	Leadership & Management	Gender	<p>Following the periods of remote schooling, we know that boys' progress and attainment in writing and reading was more adversely impacted than girls. This continues to impact, particularly on KS1 outcomes.</p> <p>We know that boys with a SEN or multiple vulnerabilities are making less progress than girls. 68% of our SEN register is comprised of boys (28/41) and 8 of these boys are eligible for pupil premium funding.</p> <p>From monitoring we know that a larger percentage of boys are more reluctant to read at home.</p>
2 Visual Environment & Library Access	Ethos	Disability Gender Race	Visual materials and displays must challenge stereotypes in an engaging way, and we must think carefully about where we place these, so they are seen by the whole school community. Additional displays and reading materials linked to cultural awareness and promoting our role in a global community will support an increased awareness of shared beliefs and tolerance.
3 Curriculum Evaluation and Enrichment	Ethos	Race, disability, gender	Our curriculum is now three years old and at this point we need to re-evaluate to ensure that our teaching clearly prioritises authentic portrayals of diverse communities, people, and experiences. Through involving subject leaders in this curriculum evaluation, they will know the contribution their subject areas make to equality issues.

4	Governor Involvement Stakeholder Consultation	Leadership & Management	Disability Gender Race Sexual Identity and Orientation	Governors must be updated on current statutory requirements and their duties regarding equality & diversity. It is important that the Equalities Policy is easy to find on the website and that stakeholders know how to voice contributions to the policy actions.
5	Policy review & consultation	Statutory	Disability Gender Race Sexual Identity and Orientation	An examination of the success of our work towards equality objectives is an important aspect of school self-evaluation. This policy must be reviewed and reported upon annually.
6	Communication and publishing	Statutory	Disability Gender Race Sexual Identity and Orientation	Communications with the school community must be accessible, easy to read and available in languages to allow all members of our community equal access.
7	Annual evaluation of the updated SRE curriculum.	Statutory	Sexual Identity and Orientation Disability	Through our teaching, all children, whatever their developing sexuality, must feel that sex and relationships education is relevant to them and sensitive to their needs.
8	Using pupil voice to inform practice.	Leadership & Management	Disability Gender Race Sexual Identity and Orientation	Targeted pupil voice will allow us to see the curriculum through the lens of the pupils and allow us to implement meaningful change. We must find the best way to encourage more boys to read at home and enjoy reading for pleasure as this directly impacts on academic success.
9.	Supportive and trauma informed induction	Leadership & Management	Race Identity and Orientation	Our school population is changing, with more pupils joining us later in their educational journey. Some of these pupils are displaced children. Some pupils may need to learn English as an additional language to access learning.

