



## Public Equality Plan

*“Be the Best You Can Be!”*

**Church School Vision:** *In the spirit of St. Martin, the Centurion Saint, we are a welcoming and **inclusive** community where every individual is celebrated. As we journey together through **exploration** and learning, our curriculum strives to promote local and global citizens who realise they have the **power to change**. Our high expectations for all, underpinned by our core Christian values of **Wisdom, Courage and Respect**, allow us to challenge everybody to be the best they can be.*

**Our Guiding Lights:** *Inclusivity Exploration Empowerment Values-Led*

**Core Christian Values:** *Wisdom Courage Respect*

**Modern British Values:** *Democracy Tolerance Mutual Respect Rule of Law Individual Liberty*

## How does our Christian Vision guide our work on equality at Ancaster Church of England Primary School?

Equality is heavily influenced by 4 guiding lights taken directly from our vision. Each paragraph below explains how each of the guiding lights enable our crucial work in this area.

**Inclusivity**-Everyone at Ancaster is always given equal opportunities and are made to feel welcome. Inclusivity is at the heart of making people feel welcome and valued and all staff strive to ensure that each stakeholder is supported, guided and championed to be the best that they can be! The Public Equality Duty sits at the heart of the school and the protected characteristics are openly discussed and central to encouraging positive promotion and acceptance of any differences that exist within a community.

**Exploration**-Throughout the school, we are meticulous at ensuring all aspects of our work are explored thoroughly to ensure the protected characteristics, and wider Public Equality Duty, are considered for all. We carefully consider all plans and outcomes as well as the next steps within change management processes to recognise potential impact on all involved as well as those directly/indirectly affected.

**Empowerment**-We want to empower everyone to succeed in life and be part of something bigger. We help everyone to recognise how differences within a community can enhance and strengthen rather than inhibit. Our school motto of *Be the Best you Can Be*, as well as an emerging theme of *Power to Change* is ensuring that we support and guide our stakeholders to develop themselves and the school. Every single person is seen as special as each other and through this view-we collectively nurture, champion and support everyone to succeed.

**Values-Led**-As well as our core values of *Wisdom, Courage and Respect*, Ancaster employs a wide range of values-driven opportunities to ensure that the school is focused and engaged in making people feel welcome and in charge of their own/school development. All stakeholders are treated fairly and are protected through the wide range of policies and procedures that promote the values of our school, as well as the local community and the church/diocese.



[Equality Act 2010 \(legislation.gov.uk\)](https://legislation.gov.uk) Please click this link to access the Public Equality Act 2010

## Equality Development Priority 1-Ethos and Culture of the School

Ensure our church school, and Modern British Values, are embedded and explicit across the school so that all stakeholders are encouraged to treat one another, and the global community, with tolerance and respect.

How is this being achieved?	Evidence	Potential Next Steps
<b><i>Embed school and Modern British Values across all aspects of school life.</i></b>	<ul style="list-style-type: none"> <li>-Meetings schedules and agendas</li> <li>-Policies all related back to vision and values/guiding lights</li> <li>-Learning Environments ensure promotion</li> <li>-Website includes all statutory and non-statutory info</li> <li>-Relationships</li> <li>-Curriculum planning and development (see below)</li> <li>-Enrichment plans, outcomes and future plans</li> <li>-References to Modern British Values when applicable</li> </ul>	Explicitly teach the Modern British Values through Collective Worship Planners, PSHE and through the curriculum where applicable.
<b><i>Ensure all stakeholders treat one another with respect, politeness and tolerance for differences.</i></b>	<ul style="list-style-type: none"> <li>-Behaviour policy and steps/rewards</li> <li>-Deep understanding of the school's Christian Vision and associated Guiding Lights.</li> <li>-School Values-wisdom, courage and respect</li> <li>-Collective Worship plans and outcomes</li> <li>-Play Leaders trained and supported across the school</li> <li>-Class rules established at age appropriate levels</li> <li>-School Golden Rules embedded and used consistently</li> <li>-Team Point reward systems-links made to influential people from Lincolnshire</li> <li>-Policies-Parent Code of Conduct/Staff code/Home and School Agreement</li> </ul>	Further develop the school's use of Guiding Lights and ensure that the protected characteristics and theme of equality are coherently mapped across all areas of the school and they are visible and taught.
<b><i>Build on our inclusive ethos by developing a philosophy/curriculum promoting learning without limits that allows everyone to achieve more than expected and surprise those around them.</i></b>	<ul style="list-style-type: none"> <li>-Pupil Premium Strategy updated annually and roles supported within SLT</li> <li>-SEND Policy and Practice-SENDCo role re-established to be non-class based</li> <li>-Curriculum completely rewritten to ensure that learners are exposed to windows/mirrors</li> <li>-PSHE curriculum and wider offer</li> <li>-Enrichment Calendar and wider opportunities</li> <li>-Celebration/school values</li> <li>-School Ambassadors</li> </ul>	Develop the concept of windows and mirrors across the curriculum.
<b><i>Listen to the views of all stakeholders so that their thoughts and opinions are valued and included in the strategic planning of the school.</i></b>	<ul style="list-style-type: none"> <li>-School Council processes and procedures are in place</li> <li>-Big Conversation processes to capture the voice of the whole school-supported by School Council</li> <li>-Team Leaders established for the 4 teams from Year 6 and Deputies from Year 5</li> <li>-Parent Questionnaires/meetings</li> <li>-Pupil Interviews from across the curriculum in line with Subject Leader Action Plan</li> <li>-Governor Monitoring and Evaluation in line with Governor Timetable</li> <li>-Line Management for staff-PDM and TA Meetings</li> </ul>	Establish a Parent Council to further listen to the views of the parent body.



## Priority 2-Curriculum and Achievement

*Provide opportunities for all of our pupils to succeed and reach their potential, being the best they can be.*

How is this being achieved?	Evidence	Potential Next Steps
<p><b><i>Effectively track groups of pupils to ensure that every child makes progress from their set starting points.</i></b></p>	<ul style="list-style-type: none"> <li>-Data Tracking Sheets updated 3x per year</li> <li>-INSIGHT Data tracking and assessment matrices-analysis of group data</li> <li>-Use of standardised tests to compare against national figures</li> <li>-Pupil Progress Meetings to discuss outcomes of every child</li> <li>-SEND Clinics/Pupil Premium Clinics to look at the outcomes and provision for all meeting the criteria for SEND/PP</li> <li>-Parent Consultations held twice per year</li> <li>-End of year reports published in July each academic year</li> <li>-Provision Mapping/intervention timetables/TA Timetables</li> <li>-Line Management meetings</li> <li>-Monitoring and Evaluation in line with timetables and subject leader expectations.</li> </ul>	
<p><b><i>Annually review the school curriculum to ensure that all pupils are aware of the ethnic and cultural diversity and disability.</i></b></p> <p><b><i>Curriculum planning reflects a commitment to equality so that intentional, purposeful and meaningful links are made to promote diversity and equality.</i></b></p>	<ul style="list-style-type: none"> <li>-Church Vision Documentation and Values</li> <li>-Curriculum Intent Statement</li> <li>-Curriculum documentation and relevant docs published on the website.</li> <li>-Curriculum development to include windows and mirrors which will allow for people to see themselves through the curriculum and see others that inspire through the curriculum</li> <li>-AHT undertaking role of Curriculum Lead to ensure that the promotion of diversity is promoted-regular training in place.</li> <li>-PSHE curriculum links and wider curriculum inc. promotion of RSE in line with statutory guidance.</li> <li>-Long and Medium-Term Plans updated to reflect the curriculum and long term plans</li> <li>-Enrichments plans are varied and strategic to ensure accessibility and development.</li> </ul>	<p>Display positive images that promote cultural diversity and disability awareness across the school.</p> <p>Develop stronger links with children and families across the world.</p>
<p><b><i>All children regardless of deprivation, race, gender, ability and age are able to access wider experiences to enhance their learning opportunities.</i></b></p>	<ul style="list-style-type: none"> <li>-Pupil Premium funding allocations-Strategy is well planned and updated on the website with review of actions and impact.</li> <li>-SEND Provision-SEND information report-links are clear to the Local Offer</li> <li>-PE Premium Impact Reports published on website</li> <li>-School Fund allocations ensure that all children are treated equally</li> <li>-5 year budget planning documentation caters for the needs of everyone in school.</li> <li>-Pupil Leadership opportunities are available for all who want to undertake them and children are given multiple opportunities to develop their leadership capacity as they grow older through the school. i.e. Mini Police, School Council, Team Leaders, Playground Leaders, Worship Monitors, Litter Monitors.</li> </ul>	

### Equality Development Priority 3-Staffing and Professional Development

*Ensure all staff are positive role models for the school community, and are treated equally, regardless of gender, age, race, sexuality or disability and have access to high quality Continuous Professional Development (CPD).*

How is this being achieved?	Evidence	Potential Next Steps
<p><b><i>All staff are treated fairly and equally and are valued members of the school so that excellent equalities and practice in staff recruitment, retention and development can be observed.</i></b></p> <p><b><i>All staff have access to high quality CPD which links to areas of personal development as well as the strategic development priorities, in line with working hours and agreed roles and responsibilities in school.</i></b></p>	<ul style="list-style-type: none"> <li>-Reasonable adjustments are made where necessary and in line with guidance from Occupational Health. Referrals are made whenever necessary and in line with the commitment to help ensure the health, wellbeing and safety of all.</li> <li>-Line Management systems are embedded</li> <li>-CPD is available for all members of staff each year-Line Management continues this conversation and support.</li> <li>-Meetings and communication is frequent-briefing emails/PDM and TA meetings weekly/INSET strategically planned</li> <li>-Well-being team established and planned meetings are scheduled to take place with relevant staff and in the context of support for all</li> <li>-Appraisal and Performance Management for all staff in place</li> <li>Roles and Responsibilities are clear and well distributed to all across the team</li> <li>-Policies are in place for all statutory and non-statutory elements of the school</li> <li>-Recruitment procedures are in line with the LA recruitment and selection policies</li> <li>-Safer recruitment ensures that all new appointments have included relevant trained members of staff to question procedures and ensure equality.</li> <li>-Induction packages for new staff are rigorous and robust for all.</li> <li>-School Development Plan is up to date and in line with the agreed foci of what is needed to secure success moving forward.</li> <li>-School SEF document clearly outlines the success, next steps development and the evidence base used to support the statements made in the SEF.</li> </ul>	
<p><b><i>All staff have regular, and ongoing, Safeguarding training to ensure the children are kept safe and our systems and procedures promote high levels of equality for all.</i></b></p>	<ul style="list-style-type: none"> <li>-Safeguarding audit-LCC updated regularly and reflective of policies and procedures</li> <li>-Safeguarding Policy updated in line with KCSIE at least annually</li> <li>-CPOMS used by all members of staff to ensure that worries/concerns are logged.</li> <li>-Well-being meetings in place and the Thrive Approach/graduated response</li> <li>-Senior Leadership Meetings</li> <li>-Briefings with weekly safeguarding focus</li> <li>-6 year training plan and pathway</li> </ul>	

## Equality Development Priority 4-Community Partnerships

*Foster positive partnerships and relationships so that the wider local community have a shared sense of cohesion and belonging regardless of gender, age, race, sexuality or disability.*

How is this being achieved?	Evidence	Potential Next Steps
<p><b><i>Promote community members to become active within the life of the school so that pupils are exposed to a wide variety of people and value the contributions of others.</i></b></p>	<ul style="list-style-type: none"> <li>-Promote deeper links with the church/Rev Georgie and the diocese.</li> <li>-Member of Parish council on Governing Body-JE</li> <li>-Joint working party for critical incident plan within the school and parish council involving key member of SLT (School Business Leader)</li> <li>-Volunteer Plans and Updates-policies and protocols</li> <li>-Local enrichment updates</li> </ul>	<p>Create links with partner schools from class country identities so that the children are able to communicate with others from their Class Country.</p>
<p><b><i>Maintain effective channels of communication with wider stakeholders ensuring that the life of the school is celebrated and promoted fully.</i></b></p>	<ul style="list-style-type: none"> <li>-Social Media Updates which are regular and in line with the school's policies and procedures-ensuring that inclusivity, exploration, empowerment and values-led approaches are in place.</li> <li>-Newsletters published monthly contain relevant information and promote a wider display of the cultural work being undertaken across the school and from the curriculum.</li> <li>-Strong PTFA links maintain that everyone is treated with respect and inclusivity.</li> <li>-Parenthub communications in line with the above.</li> <li>-Class communications promote wider links and information beyond published curriculum information.</li> <li>-Website updates are in line with the above.</li> <li>-Governor information published on the website and further in newsletters etc.</li> </ul>	<p>-Ensure that Governors have the opportunities to feedback to stakeholders about their work and the roles/responsibilities of the GB.</p>