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**St Clements C of E Primary School- Equality Information September 2019**

St Clement’s publishes the following information to demonstrate compliance with the Public Sector Equality Duty under the Equality Act 2010.

**Eliminate discrimination/harassment**

Our last OFSTED report (March 2018) stated: “Pupils’ spiritual, moral, social and cultural (SMSC) development is strong. Pupils firmly believe in equality and diversity for all.” “Leaders promote equality of opportunity for pupils. They have created a school in which pupils value and respect one another’s differences. For example, pupils talked with confidence and ease about different families. There is a wide range of materials and resources that promote equality and diversity in use across the school.”

Our SIAMs report (November 2016) praised the” distinctiveness of the school’s core Christian values is reflected in the quality of the relationships between all members of the school community. As a result, the support given to pupils and their families is exemplary.”

 The following policies expressly acknowledge the importance of avoiding discrimination and other prohibited conduct: Religious Education; Sex and Relationships Education; Special Educational Needs and Disability (SEND); Behaviour; Child Protection;

The School’s Values and worship programme have raised children’s awareness of the importance of tolerance, friendship, forgiveness and kindness towards others.

Pupil’s and parent/carers’ knowledge and understanding of autism has been raised through half termly support meetings for parent/carers with a child diagnosed with autism. We have participated in the School’s Autism Awareness week for the third year and pupils showed that they could recall what autism is and how to support a person with autism.

All pupils took part in National Anti Bullying week and explored how to be a good friend, how to support their peers, how to report bullying and work around where they felt safe and why.

Two members of staff undertook training for Church schools provided by Stonewall during 17-18. From this training, the members of staff issued a ‘help script’ for staff to refer to in the event of a child using homophobic name calling to support them in understanding the real meaning of the term ‘gay’ to prevent a re-occurrence.

All pupils can access extra curricular, educational visits and residential experiences and after a risk assessment has been undertaken, we do our best to ensure access after making reasonable adjustments- such as providing additional staff to support.

**Advance Equality**

We have used our budget to provide individual support to pupils to enable them to access a mainstream education.

The work of the School’s Special Educational Needs and Disabilities Co-ordinator (SENDCO) has been enhanced by the appointment of an assistant to carry out administrative tasks, support colleagues and monitor SEND provision in school.

Staff have undertaken a range of training to develop their understanding of Special Educational Needs- lego build, use of WIDGIT symbols, writing effective Individual Education and Behaviour plans for example. Teaching, Teaching Assistant, Lunchtime and Office staff have updated their Team Teach level 1 training in June 2017 and a small group of staff have undertaken their level 2 Team Teach training.

Use of school funds to purchase additional visits by the Educational Psychologist; a Speech and Language therapist and a Play therapist for one day a week each. This work is also carried out in between their visits by a teaching assistant who works for 0.5 on Speech and Language support and a Learning Mentor who provides pastoral and social and emotional support.

Specialist resources have also been purchased to ensure pupil’s needs are fully met. These resources have included: coloured work books and overlays, reading rulers and magnified trackers, individual work stations, therapy cushions, gym balls, trampete, ear defenders, sand timers, fidget toys, working memory and sensory circuit programmes.

Specialised computer programmes (eg Wordshark and Easi Keysi), SEND apps for designated iPads have been purchased to ensure SEND pupils get maximum benefit from recent ICT investment.

All pupils have the opportunity to put across their point of view through the School Council and suggestions made by School Council have been acted upon (eg changes to lunchtime provision and amendments to the child friendly safeguarding booklet).

 **Foster good relations**

In our annual Pupil Survey (June 2019), 98% pupils said that St Clements teaches them to respect others. This is reflected in the positive feedback we receive from visitors to our school and from members of the public when our pupils go on educational visits or residentials.

All, in year joiners are asked to complete a short questionnaire about how they have settled into our school at the end of their first half term with us. These questionnaires always state how they have been made to feel really welcome, how happy they are and how supported they have been.

Our RE curriculum includes the study of key faiths for example, Islam, Judaism, Hinduism etc.

We have close links with our church and have supported their night shelter through our Harvest donations and celebrated and thanked our vicars during Thank Your Vicar week. A group of children have also sung at the Senior Citizen’s lunch time club. As well as this, Reverend Paul or Curate Tom hold weekly worship in school; the whole school participates in a termly service at the church and classes visit during the year as part of their RE lessons.

Regular whole-school fundraising events include Christmas and Summer Fayres and various other activities organised by the Friends Group. We have a proactive and hard working group of parent/carers and we encourage and welcome parent/carers to join this group.

We achieved re-accreditation of the ‘Leading Parent Partnership’ award in November 2018. The report cited: “Parents feel well supported by the school, particularly those parents of children with additional needs. Parents feel the school is friendly, staff are approachable and that their children feel safe and secure at school.”