

Ashtree Primary School and Nursery

Equality Scheme

2016 - 2019

Vision and Values

Our aims

The school aims to allow each child to develop as an individual by promoting spiritual, moral, cultural and physical development. The school works to help children:-

- to create a school community where parents and carers are actively involved in their child's development
- to evaluate and build on good practice to ensure that we provide a high quality teaching and learning environment for all
- to support all children in their development and achievement where individuality and identity are respected and encouraged
- to create a safe and welcoming school community where all members feel valued, are valued and value others
- to provide enrichment, creativity and enjoyment for everyone through a varied curriculum and range of experiences, with high expectation for all
- to encourage confidence and independence by raising self-esteem and self-respect
- to encourage links so that the school contributes to, and benefits from its place in the locality and wider world.

Our vision

We respect and value the diversity of the community we serve and are committed to raising the attainment of all our pupils with due regard to their individual social and personal circumstances.

We believe in actively promoting equality of opportunity and inclusion in every aspect of the life of all pupils, parents, staff and governors, irrespective of: disability, ethnicity, colour, gender or religion. We are committed to challenging discrimination and all attitudes that promote discrimination, ensuring equality of access and the preparation of all pupils for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We aim to provide the best possible education for each child and a happy working environment for each staff member.

Our Principles

In fulfilling legal obligation we are guided by the following principles:

Principle 1: All learners are of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

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

Principle 3: We foster 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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic 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 are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Vacancy advertisements include an appropriate short statement on our 'Equal Opportunities and Diversity Policy.' Teachers are appointed by a panel that includes at least one member who has received specialised Recruitment Training. This has been mandatory since 1 January 2010. We provide staff training that includes aspects of 'Equal Opportunities'.

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight.

Principle 7: Society as a whole should benefit

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

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homo/ heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives, which we identify, take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

School Context

The characteristics of our school

What follows is a description of our school's location, with relevant demographic and socio-economic contextual data. This data establishes the context within which our specific vision and values operate.

A brief description of our school and its community setting

We are a 2 form entry Primary School with Nursery - capacity 480 pupils, (470 at Summer 2016 Census.) Number on role has increased over the last 3 years with a lower % of mobility stability than national average

School situated in the Bandle Hill Ward, a highly populated area of housing that is a mixture of privately and mixed authority owned. School's deprivation factor in 2016 is 0.19 compared to the national 0.24

Majority of pupils come from the Bandle Hill Ward with only 14% of adults in higher education as compared to the national 19.2%

The document "The Hidden Need - Overcoming Social Deprivation" produced by the Herts. Community Foundation provides other evidence of the school's context. Stevenage has the highest ratio of children to adults of any Herts. district and a much higher proportion of children living in lone-parent families at 23.5% of all the children living in the district. The Index of Multiple Deprivation (IMD) captures and quantifies different aspects of deprivation in England. It is calculated for small spatial areas called Super Output Areas (SOAs.) Stevenage is one of the most disadvantaged districts in the county with a large proportion of SOAs that are more deprived than the national average. There are a number of key areas for concern: number of children living in income poverty, low educational attainment in schools in Stevenage, many adults without formal qualifications

School has 26.2% of pupils known to be eligible for FSM which is in line with the national average

Ratio of boys/girls fairly even (51.5%/48.5% respectively)

Attainment on entry (Nursery Learning Record) is well below national average
 School has a slowly increasing % of pupils from minority ethnic groups at 19% but is below national %
 School has a slowly increasing % of pupils with EAL at 10.3% but is below national %
 % of pupils with SEN (including statements) is in line with national % at 13.5%
 The school has a thriving breakfast Club for 32 pupils open at 7.55am
 School provides the full 3 hour daily entitlement for Nursery aged pupils
 School offers 7.55am - 6.15pm care with a school run breakfast club and SPLAT after school club
 School leases out a separate building on the Junior Playground to a Pre Nursery School private provider.

| Characteristic | Total | Breakdown (number and %) |
|--|--------------|--|
| Number of pupils | 470 | 228/ 48.5 % Female 242/51.5 % Male or Single sex boy/girl |
| Number of staff | 76 | 93% Female 7% Male |
| Number of governors | 13 | 61% Female 39% Male |
| Religious character | | Non- denominational. Broad mix of backgrounds |
| Attainment on entry | | Below average |
| Mobility of school population | | 83.7% as opposed to 85.9% nationally |
| Pupils eligible for FME | | 26.2% as opposed to 26.0% nationally |
| Deprivation factor | | 0.19 as opposed to 0.24 nationally |
| Disabled staff | | 0 |
| Disabled pupils (SEN/LDD) | | 0 |
| Disabled pupils (no SEN) | | 0 |
| BME pupils | | 19.1% as opposed to 30.7 nationally |
| BME staff | 5 | 6.5% |
| Pupils who speak English as an additional language | | 10.3% as opposed to 19.5% nationally |
| Average attendance rate | | 96.1% as opposed to 96.0% nationally |
| Significant partnerships, extended provision, etc. | | Stevenage Education Trust, Herts. For Learning, Stevenage Sporting Futures, School HealthTeam, Parent Partnerships, School Family Worker, Counsellor, Bridge Builders, Bright Stars, DSEN Funding Cluster, Leys SpLD base. |
| Awards, accreditations, specialist status | | Healthy Schools; Hertfordshire Quality Standards for Early Years Education; Bronze Eco-award |

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 Ashtree Primary School and Nursery 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.

Community Cohesion

Community cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced and creative curriculum. Our school fosters close relationships with the wider community.

Roles and Responsibilities and Publish Information

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

Commitment to implementation

Ms E Kirwan retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 4 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors' 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 scheme | Mr P Tatton, Inclusions Co-ordinator |
| Disability equality (including bullying incidents) | Mr P Tatton, Inclusions Co-ordinator |
| SEN/LDD (including bullying incidents) | Mr P Tatton, Inclusions Co-ordinator |
| Accessibility | Mr P Tatton, Inclusions Co-ordinator |
| Gender equality (including bullying incidents) | Ms E Kirwan, Headteacher |
| Race equality (including racist incidents) | Ms E Kirwan, Headteacher |
| Equality and diversity in curriculum content | Ms E Kirwan, Headteacher |
| Equality and diversity in pupil achievement | Ms E Kirwan, Headteacher |
| Equality and diversity – behaviour and exclusions | Ms E Kirwan, Headteacher |
| Participation in all aspects of school life | Mrs M Janes, Deputy Headteacher |
| Impact assessment | Ms E Kirwan, Headteacher |
| Engagement /Stakeholder consultation | Mrs M Janes, Deputy Headteacher/GB |
| Policy review | Ms E Kirwan, Headteacher/GB |
| Communication and publishing | Ms E Kirwan, Headteacher/GB |

Commitment to review

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

At Ashtree Primary School and Nursery we will publish information annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Ashtree Primary School and Nursery equality information will be available on the school website: <http://www.ashtree.herts.sch.uk>

This may be evident in many of our school policies for example; the behaviour, DSEN/Inclusion and policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted. Information may also be found in examples of curriculum work, which explore different cultures and promotes understanding of different religions and involvement with the local communities.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- 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 racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority).

Headteachers 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 racist incidents
 - Ensure that the school carries out its statutory duties effectively.
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Line managers will:

- 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
- Behave in accordance with the school's policies, leading by example
- 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 pupils/students will:

- Be represented by School Council members from their classes who will raise awareness and greater understanding of disability and equality in school
- Treat all children equally and with respect.

All parents/carers will:

- Encourage a spirit of co-operation between home and school
- Encourage their children to treat their peers and adults with respect.

The school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning:

We aim to provide all pupils with the opportunity to grow cognitively, creatively, emotionally, socially and physically to their full potential in an atmosphere of care, co-operation and mutual respect where each child and each adult feels well valued. We strive:

- To enable all children to acquire skills and knowledge relevant to life in a fast-changing world
- To provide equal curricular opportunities for both girls and boys

- To educate children towards an understanding and tolerance of other races, religion and ways of life and to instil respect for religious and moral values
- To help children to appreciate human achievements and aspirations.

Admissions and exclusions:

Pupils are allocated a place in our school according to the Hertfordshire admission process. From time to time a pupil may join our school mid- term. Providing there is a space for them in the year group a child will be allocated the place regardless of their background, religion, disability or special educational needs. The school will do its best to meet any additional needs.

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person 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 disabled people or sexism.

Engagement

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. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

Disability

Parents have been consulted through a questionnaire as to whether there are any adjustments that we need to make in order to help them support their child. We also use outside advice to make reasonable adjustments to the curriculum.

Gender

We discuss with staff, parents and pupils specific gender issues as and when they arise.

Race

We work in partnership with Black and Minority Ethnic Achievement to ensure access to and achievement in the curriculum for minority ethnic children and to promote race equality within the school.

Engagement – Participation and Involvement

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. We have sought the views of all parents and pupils through questionnaires.

When deciding what to do to tackle equality issues, we will 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.

Using information – Equality Impact Assessment, data and other information

Equality Impact Assessment (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.

8: Our School's Equality Objectives

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

School Improvement Plan

Raise Online Data report

Analysis of whole school data

Pupil Progress Reviews including rigorous analysis of vulnerable groups including DSEN, EAL, BME,

Gender, Pupil Premium

Consultation with school staff and governors

School Council

Pupil Voice

Involvement of Inclusion Governor in discussion and analysis.

| Equality Objectives | Protected Characteristic |
|---|--------------------------|
| 1. To give opportunities for all children to write at length with a focus on narrowing the attainment gap in writing between boys and girls | Gender |
| 2. To narrow the gap in progress for children in vulnerable groups including DSEN and PPG pupils | Disability |
| 3. Develop links with partnership school in another country to promote understanding of culture and diversity | Ethnicity and race |

9: Setting Equality Objectives Action Plan

See School Improvement Plan for Action plan

Date for review: September 2019

Distribution:

A copy of this policy will be available to:-

- a) all school governors
- b) all teaching staff
- c) all School Office staff (as required)
- d) all parents (on request)

Approved..... Date: