

Broxbourne CE Primary School

School Equality Scheme
2016-2019

Equality & diversity

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1: Definitions

Disability

The Disability Discrimination Act 1995 (DDA, amended in 2003 & 2005) provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities.

The definition of a person with a disability is a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. This effect must be:

- Substantial (more than minor or trivial)
- Adverse
- Long-term (it has lasted or is likely to last, for a least a year or for the rest of the life of the person affected)

The DDA also provides protection for people who have cancer, MS, HIV/AIDS as well as those who have had heart surgery; are on kidney dialysis, people with diabetes, stammer, dyslexia, people with severe disfigurements; mental health issues and learning difficulties or disabilities – provided that their condition results in a disability which meets the DDA definition. Also covered are those who have previously had a disability (eg a mental health problem).

Gender

The Sex Discrimination Act 1975 (SDA), amended in 2003 & 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of gender. People who have changed their sex (trans-gender people) are also protected under the SDA.

Race

The Race Relations Act 1976 (RRA) amended in 2000 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of race. The term race includes: colour, ethnic origin, nationality, national origin and citizenship as well as race. For example, Sikhs, Jews and Gypsy Roma people are covered but Muslims are not in law covered by the RRA but protected by religion and belief provisions.

Disability

At Broxbourne CE Primary we implement an accessibility plan which is 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.

Provision for disabled pupils is closely linked with the existing provision for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Disability, Equality and Accessibility Action Plan.

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 curriculum.

Education Act, 2011

Changes to the statutory reporting areas for school inspections remove some of the reporting requirements: namely to inspect well-being and community cohesion.

Inspectors will consider the spiritual, moral, social and cultural development of pupils; and the extent to which the education provided by the school enables all pupils to achieve, in particular disabled pupils and pupils who have an Education and Health Care Plan.

5: Roles and responsibilities

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 12 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.

The Headteacher has responsibility for following key areas:

- Single equality scheme
- Disability equality (including bullying incidents)
- SEND (including bullying incidents)
- Accessibility
- Gender equality (including bullying incidents)
- Race equality (including racist incidents)
- Equality and diversity in curriculum content
- Equality and diversity in pupil achievement
- Equality and diversity – behaviour and exclusions
- Participation in all aspects of school life
- Impact assessment
- Stakeholder consultation
- Policy review (in consultation with the FGB)
- Communication and publishing

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 as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be 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 publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years –in which we will make proposals for future action. This will be communicated via school website following consultation with staff and Governors. Hard copies are available from the School Office upon request.

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.

Commitment to action**Governors will:**

Policy development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • 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
Behaviour	<ul style="list-style-type: none"> • 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
Public Sector Duties	<ul style="list-style-type: none"> • 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)

Headteacher and SLT will:

Policy development	<ul style="list-style-type: none"> • 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 • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective implementation and communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Implement and be accountable for the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils and behave in accordance with the school's policies, leading by example • Highlight good practice from individuals, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme • Ensure that the school carries out its statutory duties effectively

All staff: teaching and non-teaching will:

Policy development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils

Behaviour	<ul style="list-style-type: none"> • 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
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

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 the 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.

6: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

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 will include consultation on our policy and practices in relation to Disability, Gender, Race and Community Cohesion in our consultation with parents, pupils, staff and 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.

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

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

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.

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 5 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

Commission services (procurement)

The school will consider the equality factors arising from any procurement activity. Equality related criteria will be used against school contracts and their subsequent performance to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community.

8: Broxbourne CE Primary School's Equality Priorities

Key Priorities for action

Achievements to date

Disability

The School makes reasonable adjustments for children and adults with disabilities. Examples of this include disabled toilets, modified test materials and seating arrangements.

Gender

We analyse achievement data to ensure no gender issues are apparent eg disparity in subject areas. We have zero tolerance towards any gender discrimination and take appropriate action should this incidents occur.

Race

We have an awareness of where our school is situated and enrichment of curriculum in respect of teaching about other cultures. We strive to offer a culturally diverse curriculum that prepares children for life in a diverse society.

Special Educational Needs

Monitoring of an up-dated provision map ensures that all pupils have access to the curriculum through focus group support (School Support) or from external agencies providing specialist individual support and advice (SEN Support or Education and Health Care Plan).

Areas the school has identified as priority areas:

Priority	Category	Diversity strand	Background
1 Ensure statutory duties are being met	Vision and values	All	DDA (PSED)
2 Safeguarding self evaluation	Vision and values	All	DDA (PSED)
3 Equality of opportunity for staff	School data	All	DDA (PSED)
4 Monitoring of attainment data	School data	Race	SEF (PSED)
5 Curriculum accessibility	Curriculum and Extended Schools	All	DDA (PSED)
6 Home online accessibility	Curriculum and Extended Schools	All	PSED

7 H&S audit to take into account the DED	Physical environment	Disability	DDA (PSED)
8 Assessment of pupils' needs	Delivery of information	All	DDA (PSED)
9 Access information for parents and carers	Delivery of information	Race	DDA (PSED)

Religion and Belief

The Equality Act (Religion and Belief) 2006 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief). The definition of religion and beliefs is wide enough to cover fringe or cult religions and a range of other philosophical beliefs but is not intended to include political beliefs.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of apparent or perceived sexual orientation. The regulations also apply to a person with whom the individual is associated, such as a parent or friend.

2: Vision and Values

Our equality vision and the values that underpin school life

Broxbourne CE Primary School is a fully inclusive school whose aim is to promote the highest standards of learning and achievement for ALL. Central to this vision are the core elements through which we strive to help secure five main outcomes for each one of our pupils:

- being healthy;
- staying safe;
- enjoying and achieving;
- making a positive contribution;
- economic well-being.

We aim to create an environment for learning which will encourage all pupils to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and enthusiastic and effective teaching and learning.

We will work hard to help pupils to develop into confident, responsible and caring adults through clearly articulated parameters and an atmosphere of tolerance and mutual respect in our caring Christian community.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in the community and prepare them for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

- respect the human rights of all of our pupils and educate them about equality;
- work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to gain full access to all activities;
- create an environment where respect and racial harmony mean that all pupils are able to reach their full potential;
- promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations;
- take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils;
- respect the equal rights of our staff and other members of the community;
- aim to create an environment where all pupils and staff feel safe from harassment, victimisation or bullying.
- in particular we will comply with relevant legislation and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

3: School Context

The Characteristics of our School.

A brief description of our School and its community setting

Our School was opened in 1931 to provide education '..... according to the principles and practices of the Church of England'. It is a voluntary aided school, for girls and boys from three to eleven years, and operates in partnership with the Local Authority and the St. Albans Diocesan Board of Education.

We currently have 243 children on roll. Children are taught predominantly in classes of 30 with children of their own age. The Foundation Stage unit provides a safe and stimulating environment for our youngest children.

Social and economic background is good.

- overall pupils come from largely secure social and economic backgrounds;
- the number on roll is stable, the school is currently full, outward mobility of pupils is low;
- compared to national figures, the number of pupils eligible for the Pupil Premium Grant is low; (8.9%)
- currently 16.5% of pupils are from minority ethnic groups;
- the number of EAL pupils is low, although it is rising steadily;
- attendance levels have improved steadily over the last 6 years and are currently at 96.4%
- the percentage of pupils who are identified as having learning difficulties or disabilities is 3.7%
- there are currently two ' Children Looked After ' at the school (2015-16);
- classes are single age and include 30 pupils, Year 6, 31 and Year 5, 32;
- recent improvements include raised security fencing around Early Years access, a refurbished whole school Library, the first stage of an outdoor 'trim trail' and climbing area for the Early Years Unit.

Characteristic	<i>Total</i>	Breakdown
Number of pupils	243	Female 45.3% Male 54.7% 3.7% identified as having learning difficulties or disabilities
Number of staff	46	93.4% female 6.6% male 0% disabled
Number of governors	11	55% female 45% male 0% disabled
Religious character		Christian
Attainment on entry	average	
Mobility of school population		Stability 92.3%
Pupils eligible for PPG	8.9%	
Deprivation factor	0.13	
Proportion of pupils from a minority ethnic background	13.2%	
Proportion of staff from a minority ethnic background	16.5%	
Proportion of pupils who speak English as an additional language	2.7%	
Proportion of pupils who have statements of SEN or EHCP	0.4%	
Average attendance rate	96.4%	
Significant partnerships, community services, extended provision, special units		HABS (Hoddesdon + District Broxbourne Settings), Bonneygrove SpLD Base HDPSSA (Hoddesdon and District Primary School Sport Association)
Awards, accreditations, specialist status		REQM Gold (Jan 2015)

NB: Data correct as at 20.10.16 Raiseonline Unvalidated Data

Current Situation:

The standard procedures and processes of our school – disability

The school has a Special Educational Needs and Disabilities Policy and Accessibility Plan, which has a framework for assessing the needs of pupils with disabilities. The Action Plan covers the same 3 year period as the Equality Scheme.

The standard procedures and processes of our school – gender

The school carries out regular assessment processes to check there are no gender differences in achievement. Where there are significant differences in year group cohorts in terms of gender then changes are applied to the curriculum to meet needs. There are a good range of clubs, workshops and initiatives which challenge gender stereotypes and ensure the true fulfilment of potential.

The standard procedures and processes of our school – race

The school has a policy on Promoting Race Equality Policy. We are conscious that our school is situated in an area with low numbers of multi-ethnic families and potential for racist issues. We therefore strive to offer a culturally diverse curriculum that prepares children for life in a diverse society. Use of displays quote school rules and practices in a variety of languages.

The standard procedures and processes of our school – community cohesion

The school always strives to include parents from different faith groups and community groups in whole school life. We hold meetings and workshops to include families in the life of our school. Our curriculum includes content which provides learning about different faiths including visits to a variety of places of worship appropriate to pupils of different ages.

4: Legal Background

This section summarises the general duties that underpin our scheme

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
- marriage and civil partnership (for staff only)