

# Newberries Primary School

*Play together*

*Learn together*

*Achieve together*

*Grow together*



## Equality Scheme 2012 to 2016

# Contents

1:	Vision and Values	3
2:	School Context	4
3:	Legal Background	5
4:	Roles and Responsibilities	6
5:	Stakeholder Consultation	8
6:	Impact Assessment	8
7:	Our School's Equality Priorities	9
8:	Action Plan	10

# 1: Vision and Values

## **Our equality vision and the values that underpin school life**

- Our ethos and culture at Newberries Primary School is based on an understanding of our shared values that are known by all members of the school community. These are:  
**Respect Fairness Honesty Kindness Forgiveness Inclusion**
- Equality is at the core of our vision and values at Newberries Primary School. We believe that all members of the school community including pupils, parents, staff, governors and other community members are entitled to be treated with respect and appreciation for the contribution they make to the school. With that entitlement comes the responsibility to treat others with the same degree of respect and appreciation. All members of the community are expected to take seriously their entitlements as well as their responsibilities in this regard. We work together by taking a pride in our uniqueness as individuals and by enjoying and celebrating the differences of others.
- We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, regardless of race, gender, ability, religion or cultural background, sexual orientation, or appearance. Although this list of the areas of potential discrimination is wide-ranging, it is not exhaustive and incidents of discrimination on any other ground will be taken equally seriously. We believe everyone in the school community is of equal value.

## **To achieve this we will:**

- Respect the human rights of all members of the school community and educate pupils about equality
- Promote positive attitudes to disability by enabling all members of the school community to contribute and gain full access to each activity
- Create an environment where all pupils are able to achieve their full potential regardless of race, disability, sexual orientation, gender, religion or belief
- Promote equality in all aspects of school life by challenging stereotypes, achievement gaps and perceived self-limiting aspirations
- Be mindful of differences (including disability, gender, race, religion, sexual orientation social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement for all our children
- Comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion

## 2: School Context

### The characteristics of our school

Newberries is a community school with 213 children currently on roll. It is a popular, oversubscribed school serving an area of mostly private housing in a relatively prosperous area. The number of pupils eligible for Free School Meals is well below the national average. The number of pupils from Minority Ethnic backgrounds are within line with the national average, whereas pupils whose speak English as an additional language 5.6% (17.5% nationally). The proportion of pupils with Special Educational needs, including statements are 9.4% (19.7% nationally / SEN without Statements Sch – 9.1% / Nat 10.6%). There are more boys than girls in the school.

The school is organised into seven classes, grouped in chronological order from Reception to Year 6. The school does not have its own Nursery provision. Children are taught in mixed ability classes of a single age group. There are a maximum number of thirty pupils in each class. Occasionally, Key Stage 2 classes exceed this number.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	210	99 girls (47) 111 boys (53%)
Number of staff	31	87% Female (27); 13% Male (4)
Number of teaching staff (included above)	15	80% Female (9); 20% Male (3)
Number of governors	14	86% Female (12) 14% Male (4)
Religious character		None
Attainment on entry		Broadly above average
Mobility of school population		Stability -= 96.8% (Nat 96.7%)
Pupils eligible for FME		5.2% (Nat 26.6%)
Deprivation factor		0.07 (Nat 0.24)
Disabled staff		One
Disabled pupils (SEN/LDD)		4.3
Disabled pupils (no SEN)		None
BME pupils		22.9% (Nat 29.7%)
BME staff		24% ME (6)
Pupils who speak English as an additional language		8.3% (Nat 18.8%)
Average attendance rate		4.06 (Nat 3.7)
Significant partnerships, extended provision, etc.		Part of Bushey and Radlett Extended School Partnership. Breakfast and after school clubs
Awards, accreditations, specialist status		Healthy schools Award, Active Mark, HQS

# 3: Legal Background

## The duties that underpin our scheme from the Equality Act 2010

Our school is committed to meeting its public sector statutory duties and 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 and 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 At 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

## **Disability**

At Newberries 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.

**Provision for disabled pupils is closely linked with the existing provisions 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.**

## **Community Cohesion**

We believe 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. However, Community cohesion goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- . there is a common vision and a sense of belonging for all communities
- . the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- . those from different backgrounds have similar life opportunities
- . strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within the community.

## 4: Roles and Responsibilities

### Chain of accountability

The Board of Governors, supported by the Headteachers 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 term, managers and key staff will report to the Headteachers 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.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Governor Curriculum Committee
Disability equality (including bullying incidents)	Governor Curriculum Committee
SEN/LDD (including bullying incidents)	Nicola Jones - SENCO
Accessibility	Governor Curriculum Committee
Gender equality (including bullying incidents)	Ness Peters/Anna Traxon – Headteachers
Race equality (including racist incidents)	Ness Peters/Anna Traxon – Headteachers
Equality and diversity in curriculum context	Ness Peters/Anna Traxon – Headteachers
Equality and diversity in pupil achievement	Nicola Jones - SENCO
Equality and diversity – behaviour and exclusions	Ness Peters/Anna Traxon – Headteachers
Participation in all aspects of school life	Governor Curriculum Committee
Impact assessment	Ness Peters/Anna Traxon – Headteachers
Stakeholder consultation	Ness Peters/Anna Traxon – Headteachers
Policy review	Ness Peters/Anna Traxon – Headteachers
Communication and publishing	Ness Peters/Anna Traxon – Headteachers

### **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 annually. At each review it will be posted on the website. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four 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.**

### **Commitment to publish**

At Newberries Primary School we will publish information annually and our equality information will be available on our school website.

## **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 Headteachers 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 as required)

### **Headteachers and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
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- 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

### **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:**

- Contribute to consultations and reviews
- Raise issues with teachers as soon as an issue arises
- Maintain awareness of the school's current equality policy and procedures
- Behave with respect and fairness to all members of the school community



## 5: Engagement

### **Involving our learners, parents/carers and other stakeholders**

*We welcome input towards our Equality scheme from all areas of the school community. We plan to carry out questionnaires relating to the protected characteristics list and how successful our school is at supporting these characteristics. We will also approach individuals with special knowledge, such as disabled parents etc., to understand further how we can best support their needs.*

Our school is committed to encouraging all stakeholders to contribute to the development and review of the policies and practices affecting the life of the school and its impact within the wider community. We will involve staff, pupils, parents and others with particular interests in this scheme and continue to consult various stakeholders regularly (see our Action Plan).

## 6: 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 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

- We collect and analyse a range of data relating to incidents of harassing and bullying by pupils relating to gender, race, disability, sexual orientation, beliefs and the ways that people live their lives. This is then used to help determine future action plans
- We listen to information and feedback given to us through parental / pupil online surveys, interviews and other mechanisms and use it to help determine future action plans
- We reflect on any issues raised relating to discrimination and harassment based on any of the nine protected characteristics within our school community and these help us to form future action plans
- The Governing Body receive an annual report on the outcomes of the action plans and ask questions / give their views on future action plans

## 7: Our School's Equality Objectives

### Key priorities for action

<b>Priority</b>	<b>Category</b>	<b>Diversity Strand</b>	<b>Background</b>
1. Boys exceeding at the end of EYFS	School data	Gender	Focus on improving boys attainment in writing and maths, whilst maintaining that of girls.
2. LAPs progress in maths	School data	All	Focus on improving LAPs progress in maths, whilst maintaining that of all pupils
3. Progress of FSM in writing, maths and phonics .	National Data	All	Ensure that all FSM make good progress
4. Stakeholder consultation	Statutory	All	Implement programme of consultation



## 8: Equality scheme action plan

Equality Objective	Protected Character	Actions	Responsibility	Success Indicator	Review
1. Boys exceeding at the end of EYFS	Gender	Visit another setting to observe provision for boys. Ensure learning opportunities are enhanced towards boys. Monitor progress.	EYFS teacher & SLT	Termly and end of year data to reflect progress	
2. LAPs progress in maths	All	SLT to monitor planning to ensure learning objectives and work are appropriate. Broker support from county to lead SDM on helping LAPs to progress.	SLT & maths subject leader	Termly and end of year data to reflect progress	
3. Progress of FSM in writing, maths and phonics.	All	SLT to monitor planning to ensure learning objectives and work are appropriate. Broker support from county to lead SDM on the teaching sequence for writing and supporting maths. Extra phonics sessions run by very experienced TA. Maths and writing interventions in place led by Inclusion teacher.	SLT, maths & literacy subject leader	Termly and end of year data to reflect progress	
4. Stakeholder consultation	All	Work in consultation with Parents, governors, staff and pupils through questionnaire and school circle.	JB	Opportunities given for all stakeholders to contribute to school improvement.	



