

Newberries Primary School

Play together



Learn together

Achieve together

Grow together

Equality Scheme and Action Plan

Demonstrating our compliance with the Public Sector Equality Duty (PSED) and outlining our Equality Objectives

2019 to 2023

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Introduction

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.

The Equality Act 2010

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff/families or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment or sexual orientation. Pregnancy or maternity, age, marriage and civil partnership are also 'protected characteristics' but are not part of the schools provision related to pupils.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty (PSED).

The Public Sector Equality Duty (PSED) consists of three main elements:

- **Eliminate unlawful 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 protected characteristic and persons who do not.
- **Foster good relations** between persons who share a protected characteristic and persons who do not.

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, or sexual orientation. 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.

Protected Characteristics (* for staff only)

- Race
- Disability
- Gender
- Age *
- Religion or belief
- Sexual orientation
- Pregnancy and maternity *
- gender reassignment
- marriage and civil Partnership *

The School's Approach

To achieve equality for all we will:

- Respect the human rights of all members of the school community and educate pupils about equality
- Ensure all staff implement Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their peers
- 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
- The Head Teacher ensures that all appointment panels give regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

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 school 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.

Gender general duty-

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination; and
- Promote equality of opportunity; and good relations between women and men, girls and boys

Race general duty

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups

Community Cohesion duty- Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We focus on helping children and young people to learn to understand others and to value diversity whilst promoting shared values. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of diversity.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereo-typing
- A programme of curriculum-based activities whereby pupils understanding of community and diversity is enriched through fieldwork, visits and meeting with members of different communities

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.

Responsibility for	Key person
Single equality scheme	Governor Curriculum Committee
Disability equality (including bullying incidents)	Governor Curriculum Committee
SEN/LDD (including bullying incidents)	Nicola Webster-Smith - 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 Webster-Smith - 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. 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

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

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
- Highlight 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
 - 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

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:

- **Promote inclusive and collaborative ethos in their classroom**
- **Maintain the highest expectations of success for all pupils**
- **Ensure PSHCE activities promote British Values**
- 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

Equality Objectives

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, 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).

Publishing Equality Objectives (Equality Action Plan)

- 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
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Monitoring and Reviewing Objectives

We will review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them.

Our School's Equality Objectives

Key priorities for action

- To continue to diminish the difference in performance of children with SEND, disadvantaged children and others.
- Further develop children's awareness, understanding and appreciation of cultural diversity, as represented across the school community
- Effectively reflect a broad and balanced cross section of society when promoting role models and hero figures
- Ensure that we more widely consult members of the school community, in relation to the school's equality scheme.
- To ensure greater consistency in the attainment of boys and girls in EYFS and KS1.

Equality Scheme Action Plan

Equality Objective	Protected Character	Actions	Responsibility	Success Indicator	Review Date
To continue to diminish the difference in the performance of children with SEND, disadvantaged children and other children.	Disability Socio-economic	Track attainment and progress of disadvantaged pupils and children with SEND. Implement appropriate interventions which are targeted to meet specific needs. Seek advice from external professionals where appropriate and implement any advice provided.	SLT SENCo	Termly and end of year data to reflect progress.	July 2020
Further develop children's awareness, understanding and appreciation of cultural diversity, as represented across the school community.	Race Religion	Use school displays and assemblies to further raise the profile of cultural diversity in school and in the local community. Share best practice. Deliver staff training in order to share key messages in relation to this priority. Continue to build curriculum enrichment visits and activities into the curriculum. Continue to celebrate diversity and individual differences.	SLT All Staff	There will be an increased awareness of different cultures and religions in the school and wider community.	July 2020
Effectively reflect a broad and balanced cross section of society when promoting role models and hero figures.	Race Gender Disability Age Religion	Use school displays and assemblies to further raise the profile of cultural diversity in school and in the local community. Lessons and displays will reflect a broad and balanced cross-section of society. Share best practice.	SLT All Staff	There will be a broad and balanced cross-section of society represented in school displays, work in books and in lessons.	July 2020
Ensure that we more widely consult members of the school community in relation to the school's Equality Scheme.	All	To discuss Equality Scheme and related issues at staff and governors meetings. To publish the equality scheme on the school website. Respond to stakeholder feedback and endeavour to act on this where appropriate.	SLT Governors All staff	Stakeholders are aware of the Equality Scheme at the school and its purpose. Stakeholders have the opportunity to provide feedback.	July 2020
To ensure greater consistency in the attainment of boys and girls in EYFS and KS1.	Gender	Provide further opportunities for developing gross and fine motor skills to support physical development. Provide further opportunities for writing in the role play and outdoor areas. Continue to provide tasks focused on ' areas of interests which will capture children's imagination.	SLT EYFS Lead KS1 Lead English Lead	Attainment in writing will be in line with that of girls.	July 2020