



SAUNCEY WOOD PRIMARY SCHOOL

School Equality Scheme

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Responsible Committee	FGB
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Signature	
Print name	Liz Redway (Chair)

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1: Vision and Values

Our equality vision and the values that underpin school life

The primary aim of Sauncey Wood Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At our School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. To achieve this we will:

- 1 Respect the equal human rights of all our pupils and to educate them about equality.
- 2 Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- 3 Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- 4 Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- 5 Take account of difference (for example disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- 6 Respect the equal rights of our staff and other members of the community.
- 7 In particular we will 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

A brief description of our school and its community setting

The school is situated within a large housing estate on the eastern borders of Harpenden. It is a smaller than average-sized primary school with around 200 pupils. There has been an increase in the proportion of pupils from minority ethnic backgrounds and this is now broadly average, though fewer pupils speak English as an additional language than in schools nationally. The proportion of pupils for whom the school receives the pupil premium is above average. (This is additional funding for pupils known to be eligible for free school meals and looked after children.) The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with an Education Health Care Plan (EHCP) is well above average.

The school has specially resourced provision for pupils with special educational needs. This provides for up to 10 pupils in Years 3 to 6 who have a statement for their speech, language and communication difficulties. There are currently eight pupils in the base.

Characteristic	Total	Breakdown (number and %)
Number of pupils	191	Female – 95 = 49.7% Male – 96 = 50.3%
Number of staff	53	91% Female 7% Male
Number of governors	12	75% Female 25% Male
Religious character	None	
Attainment on entry		Below National Average
Mobility of school population		8.4%
Pupils eligible for FME	50	26%
Deprivation factor		0.17%
Disabled staff	0	
Disabled pupils (SEN/LDD)	32	17%
Disabled pupils (no SEN)	0	
BME pupils	35	18%
BME staff	1	2%
Pupils who speak English as an additional language	26	14%
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Harpenden Partnership Plus – Lead school Apex Breakfast and After school club
Awards, accreditations, specialist status		Healthy Schools – 2015 Enhanced Healthy Schools – 2016 Early Years Quality Standard – Bronze 2016 Early Years Quality Standard – Silver 2017

3: Legal Background

The duties that underpin our Equality Scheme

Sauncey Wood Primary School is committed to meeting its public sector duties (PSED) as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation

a) Our General Duty under the Equality Act 2010

The purpose of this Scheme is to set out how our practice and policies have due regard to the need to the:

1. Elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
2. Advancement of the equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

b) The Specific Duties of the Act

This enables schools to meet their obligations under the PSED. These specific duties require schools to:

1. 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.
2. To set every four years one or more specific measurable equality objectives that further the aims of the Equality Scheme.

c) Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools 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)

d) Disability

At Sauncey Wood Primary School 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 the 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

e) Community Cohesion

Community Cohesion supports good practice in educating children about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. We recognise that our

school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities, and social backgrounds. The School understands that there are different types of schools in different communities and will promote the interaction of students with those in other schools.

Our school has three specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of the Legislation
- To decide on certain specific and measurable objectives that they will pursue over the coming year to achieve the three aims, and publish these objectives and, when undertaking the two specific duties
- To engage with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisations and individuals

4: Roles and Responsibilities

Commitment to implementation: Commitment to action: Chain of accountability

The Board of Governors, supported by the Headteacher and staff, are 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 6 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	Steve Lloyd Headteacher
Disability equality (including bullying incidents)	Steve Lloyd Headteacher
SEN/LDD (including bullying incidents)	Claire Dexter SENCo
Accessibility	Steve Lloyd Headteacher
Gender equality (including bullying incidents)	Steve Lloyd Headteacher
Race equality (including racist incidents)	Steve Lloyd Headteacher
Equality and diversity in curriculum content	Steve Lloyd Headteacher/ Jade Harkness Deputy Headteacher
Equality and diversity in pupil achievement	Steve Lloyd Headteacher/ Jade Harkness Deputy Headteacher
Equality and diversity – behaviour and exclusions	Steve Lloyd Headteacher/ Jade Harkness Deputy Headteacher
Participation in all aspects of school life	Steve Lloyd Headteacher/ Jade Harkness Deputy Headteacher
Impact assessment	Steve Lloyd Headteacher
Stakeholder consultation	Steve Lloyd Headteacher

Policy review	Steve Lloyd Headteacher/Jade Harkness Deputy Headteacher
Communication and publishing	Steve Lloyd Headteacher

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)
Head Teachers and the Senior Leadership Team 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
Policy Implementation	<ul style="list-style-type: none"> 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
Behaviour	<ul style="list-style-type: none"> 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
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
Responsible managers will:	
Policy Development	<ul style="list-style-type: none"> 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"> 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

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

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

5: 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 involve staff, pupils, parents and others with particular interests in the development of this Equality Scheme and we will continue to consult various stakeholders on the Scheme and on other relevant policies.

The school Equality Scheme will be aligned with the School Plan and its implementation will be monitored within the school's self-evaluation and other review processes

Our School will build close links with the Harpenden and Rural Children's Centre in order to identify local vulnerable groups and individuals and we will continue to work closely with **Harpenden Partnership Plus** who are the Schools main gateway to other local and countrywide organisations including:

- ADD-Vance
- Harpenden Children's Centre
- Lamerfield Children's Centre
- Redbourn Children's Centre
- Bereavement Matters
- CVS- St Alban's District
- DSPL7
- Families Felling Safe
- Families in Focus
- Family Lives
- Parent Centred Support
- Family Links
- St Albans Plus
- Keystone Workshops
- Natural Flair
- St Albans District Council
- St Albans Community Fire Station
- Supporting Links
- The Wellbeing Service
- Watford General Hospital
- Luton And Dunstable Hospital
- Youth Connexions

The school will publish the Equality Scheme document on the School Website and this will be updated annually. The School will inform parents directly by email or by other appropriate communication methods that the Equality Scheme has been republished and the school will ensure that all parents have the opportunity and mechanism to feedback on the Equality Scheme. Any such feedback will be considered by the Governing Body and a response sent to the parents as quickly as possible.

6: Impact Assessment

Evaluating the impact in terms of the outcomes

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 4 (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 **each June.**

7: Equality Action Plan

Progress on the Equality Plan

General Legal Duty and Objectives	Supporting Activity		PROGRESS	Timing	Review Date
Eliminate discrimination	1	Regular celebration of wealth of languages, cultures and backgrounds during curriculum time and as whole school			
	2	R.E. curriculum promoting an understanding of wide range of religions			
	3	PD (Personal Development) curriculum which encourages discussion and acceptance of diverse beliefs			
	4	Assemblies focussed on what it is to be British.			
	5	British values to be an integral part of the curriculum			
	6	Engagement of Parent voice group representatives from a diverse range of ethnicities and cultures.			
	7	Maintain Racial incidents log			
	8	Regular analysis of attainment relating to gender			
Advance equality of Opportunity	1	SENCO to hold regular drop in sessions and meetings held for families to discuss learning disabilities			
	2	Evidence of sensory approaches (sensory stories / attention autistic/ sensory feedback used as motivation through classroom observations			
	3	SpLD pupil's progress tracked and compared to previous.			
	4	SpLD to have an inclusive curriculum			
	5	Ensure School access doors meet DDA requirement			
	6	Provide physical aids to support curriculum access			
	7	Provide Open access to 'out of hours learning' opportunities			
	8	All staff committed to challenge gender stereotypes			
	9	Improve disabled access to school			
Foster good relations with Stakeholders	1	Gain a sound understanding on the part of the school of the community it serves			
	2	Variety of clubs to be offered after school including, dance, cooking club, multi-sports, netball, running club, radio club, recorders, choir etc.			

	3	Communicate the Equality Scheme to all Stakeholders and receive and manage feedback			
	4	Consult all stakeholders regarding the Equality Scheme			
	5				