



Equality Scheme

Based on Herts model policy

Policy Review	
Review schedule	Data annually Equality Objectives every 4 years
Reviewing Committee	People and Community
Date of Last Review	September 2016
Date of Next Review	October 2017 Equality Objectives October 2018

Headteacher signature	Date signed
Chair of Governors Signature	Date signed

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1: Vision and Values

Our equality vision and the values that underpin school life

It is the aim of Grove Road Primary and Nursery School to provide equal opportunities for all our pupils and staff, recognising that individuals have differing needs. We are committed to giving all our pupils the opportunities to attain the highest level of educational achievement. We offer a broad and balanced curriculum and have high expectations of all the children.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

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

We recognise and respect difference

Treating people equally 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

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.

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.

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.

Objectives

We formulate and publish specific and measurable objectives which we keep under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

Grove Road is a large primary with a two form intake across all years. Most pupils are from White British backgrounds. The proportion of pupils from ethnic groups, and those who speak English as an additional language is below the national average. The proportion of pupils with special educational needs and/or disabilities is lower than in most schools.

Characteristic	Total	Breakdown (number and %)
Number of pupils	429	Male – 48% Female – 52%
Number of staff	63	92% - Female 8% - Male
Number of governors	18	78% - Female 22% - Male
Religious character		Non-denominational
Attainment on entry		Is in line with Herts average and above the national average
Mobility of school population		Most children join nursery and remain at the school until transition at year 6. There is natural movement due to house moves etc.
Pupils eligible for FME	8	Male – 5 Female – 3
Deprivation factor (IDACI)	0.07%	Well below the national average
Disabled staff	0	None employed at this time
Disabled pupils – (SEN)	0	
Disabled pupils – (no SEN)	0	
BME pupils	43	10%
BME staff	3	4.8 %
Pupils who speak English as an additional language	5	1.4%
Average attendance rate	96.7%	
Significant partnerships, extended provision, etc.		After school club, Orchard Children's Centre Tring Partnership and Tring School, Local primary schools

3: Legal Background

The 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:

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- **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. The compliance statement is on the school website. If any adjustment needs to be made to support access, contact can be made through the school office. Adjustments are made to support parents and pupils with special needs.
- 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 Grove Road 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 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

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4: Roles and Responsibilities and Published Information

Chain of accountability

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

Commitment to implementation

The Headteacher retains overall responsibility.

There will be an annual report on equality and diversity to a meeting of the Full Governing Body, included as a part of the SEN annual report in May.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key personnel
Single equality scheme	SLT & Governors (People & Communications sub-committee)
Disability equality (including bullying incidents)	SLT and SENCo
SEN (including bullying incidents)	SENCo
Accessibility	SENCo
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher & Teaching Staff
Equality and diversity in pupil achievement	Headteacher & SLT & Teaching Staff
Equality and diversity – behaviour and exclusions	Headteacher, Assistant Head and SENCo
Impact assessment	Headteacher & SENCo
Stakeholder consultation	Governing Body (People and communications sub-committee)
Policy review	Governing Body (People & Communications sub-committee)
Communication and publishing	Governing Body (People & Communications sub-committee)

Commitment to review

The school equality scheme will be aligned with the School 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. Information about the characteristics of the school will be published on an annual basis. We will also publish the results of a full scheme review every three years – in

which we will make proposals for future action. The information will be available on the 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 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

Senior Leadership Team 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, informing the SLT on any incident
- Contribute to the implementation of the school's equality scheme

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

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.

The views of stakeholders are accessed in the following ways:

- pupil voice
- parent surveys
- staff surveys
- Through House Forums
- Staff Meetings
- Consultation with governors
- Consultation with outside agencies

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

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.

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.

- The school collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms, such as student voice activities and anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

Key priorities for action

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

Make reference to data used, the way in which relevant people have been involved and protected characteristics taken into account.

List of equality objectives:

Equality Objectives	Protected Characteristic
1.Ensure good progress for all groups of SEN pupils through the use of assessment data and close tracking by the SENCo and SLT.	All areas to be covered
2. Ensure all communications are accessible to all parents through the provision of a range of communication methods.	Disability & race
3. Maintain, renew and refurbish the site to ensure that school site is accessible for all pupil, parents and carers.	Disability
4.Close the gender gap in maths for girls by ensuring there is no significant progress or attainment gap with 100% of girls making expected progress.	gender
5. Close the gender gap in writing for boys though accelerated progress of the most able.	gender
6. Close the attainment gap for PPG pupils so that they exceed the national average on non-PPG pupils. 100% to make at least expected progress.	All areas to be covered

8: Setting Equality Objectives Action Plan year 2013 -2017

Equality Objective	Protected Characteristic	Lead person	Measurable success indicator	Timing	Review date
Ensure good progress for all SEN pupils	All characteristics	SENCo	All SEN children make 3 steps progress per year. An increased % of SEN pupils reaching ARE.	Termly	July 2017
Ensure all communications are accessible to all parents.	Race & disability	SENCo/Assistant Head/School Office	School identifies parents who may not speak or read English. All parents have access to information through e-mail or on paper.	Annually	Autumn 2017
Ensure that school site is accessible for all pupils, parents and carers.	Disability	SENCo/ Site manager/Office manager	School to be aware of any site changes that need to be made. All parents/carers can access the site.	Annually or as required	Autumn 2017
To raise attainment of pupils in receipt of pupil premium	All characteristics	Assistant Head	All pupil premium pupils will make expected progress. The gap between our PPG pupils and national non-PPG pupils is reduced	Termly	July 2017
To raise attainment in maths for girls.	Gender	Teachers/ SENCo / SLT	The gender difference in KS2 test results will be no more than 5% difference at ARE.	Annually	July 2017
Raise attainment of writing in boys	Gender	Teachers/ SENCo / SLT	The gender difference in KS2 test results will be no more than 5% difference at ARE. No significant difference in attainment for boys and girls at the end of KS1 and KS2	Annually	July 2017