

School Equality Scheme

2016/17 to 2018/19

Dewhurst St Mary Cof E School



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1: Vision and Values

- Our equality vision and the values that underpin school life
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Dewhurst St Mary CofE is committed to nurturing learners who think creatively and achieve their potential reflecting our core values of independence, confidence and respect.

Dream Believe Achieve

At Dewhurst St Mary, we are committed to being a learning community, where all members of the community love to learn. We aim to create an environment for learning which will encourage all children and staff to achieve the highest possible standards through the provision of a broad, balanced and creative curriculum, high expectations, positive feedback and through committed, enthusiastic and effective teaching.

At Dewhurst St Mary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here and therefore are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender, race or disability.

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.

In fulfilling the legal obligations in Section 3, we are guided by the following principles which are pertinent to our school and its community:

Principle 1: 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 and gender identity
- Whatever their religious or no religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) 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
- sexual identity.

Principle 3: We foster positive attitudes and relationships, 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.

Principle 4: 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.

Principle 5: 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.

2: School Context

- The characteristics of our school

A brief description of our school and its community setting

Dewhurst St Mary Primary School is a one form entry Infant School in Cheshunt, Hertfordshire. Cheshunt is on the fringe area of London close to the London borough of Enfield, sitting just outside of the M25. The children come from mixed social backgrounds. The school provides a safe learning environment and a high quality education where children are encouraged to become independent learners. The school shares a site with St Marys Pre-School (a voluntary organisation).

Characteristic	Total	Breakdown (number and %)
Number of pupils	188	105 Female (56%) 83 Male (44%)
Number of staff	32	29 Female (91%) 3 Male (9%)
Number of governors	13	9 Female 4 Male
Religious character		Mainly Christian Other religions; 1 Hindu, 5 Muslim, ,
Attainment on entry	Below national in all areas	(especially low in EAD & UW 2013)
Mobility of school population	Significantly high	74.7% stability compared with 85.8 % national (RoL 2013)
Pupils eligible for FME	Very high 51 pupils	Our school 41.9% compared to National 26.7%(RoL 2013)
Deprivation factor	Fairly high	Our school 0.25 compared to national 0.24
Disabled staff	none	
Disabled pupils (SEN/LDD)	29 pupils	15% of pupils 1 with statement 7 school action plus 21 school action
Disabled pupils (no SEN)	-	-
BME pupils	52 pupils	(28% of pupils)
BME staff		0
Pupils who speak English as an additional language	16 pupils	9 % of pupils 12 languages other than English(,Igbo, Lingala, Kurdish, Gujarati, Romanian, Polish, French, Portuguese, Turkish, Ukrainian, Shona, Lithuanian)
Average attendance rate	94.69% 94.80%	Sept 2012- July 2013 Sept 2013-23 rd Feb 2014 4.12% authorised absences 1.9% unauthorised absences
Significant partnerships, extended provision, etc.		Pre School Services eg. EP, S&L, Bonneygrove Base for

		specific learning difficulties, CAHMS, school nurse Alsorts , Arlsdene Secondary Schools
Awards, accreditations, specialist status		Healthy 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:

- **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

Disability

At Dewhurst St Mary 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 about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4: Roles and Responsibilities and Publish Information

• 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. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work. This is frequently reviewed and monitored.

Responsibility for	Key person
Single equality scheme	Deputy Headteacher/Headteacher
Disability equality (including bullying incidents)	SENCo /Headteacher
SEN/LDD (including bullying incidents)	SENCo
Accessibility	Governing Body
Gender equality (including bullying incidents)	Governing Body
Race equality (including racist incidents)	Governing Body
Equality and diversity in curriculum content	Subject Leaders
Equality and diversity in pupil achievement	Deputy Headteacher/Headteacher
Equality and diversity – behaviour and exclusions	Deputy Headteacher/Headteacher
Participation in all aspects of school life	Deputy Headteacher/Headteacher
Impact assessment	Governing Body
Engagement /Stakeholder consultation	Governing Body
Policy review	Deputy Headteacher/Governing Body
Communication and publishing	Governing Body

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. Following this regular impact assessment, the whole equality scheme will be reviewed every three years.

Commitment to Publish

We are committed to sharing information about our equality scheme as broadly as appropriate. At Dewhurst St Mary School we will publish information annually through the school website.

At Dewhurst St Mary School we will publish the following information:

- Evidence of staff training on the Equality Act 2010
- Copies of policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted

- Attainment data which shows how different groups of pupils with different are performing
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local communities

We aim to be transparent and open about the information on which we base our decisions.

Commitment to action;

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies 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 SLT 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

All staff (teaching and non-teaching) will have the opportunity to;

- 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

The school operates equality of opportunity in its day to day practice through:

- **Teaching and Learning**
- **Admissions and Exclusions**
- **Equality and Staffing**

We comply fully with legislation which protects all our staff (including teachers, support staff 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 our 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.

5: Engagement

- Involving our learners, parents/carers and others
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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 welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

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. Evidence of this engagement will be included in published information showing how the duty has been addressed.

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

- Evaluating the impact in terms of the outcomes
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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. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively).

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. The Local Authority provides us with a range of services to support the equality agenda and helps us to identify our strengths and those areas requiring action.

We value qualitative information which may be given to us through a variety of mechanisms. We conduct pupil voice activities such as questionnaire

7: Our School's Equality Objectives

- Key priorities for action

Achievements to date: 2012/ 2013

- **To recognise the diversity within the school and celebrate the wealth of geographical heritage within our community;** Our heritage project looked at diversity within our family trees –home learning project (promote good relations)
- **To learn about important events and people within Black history-** Black history week undertaken across the school (promote good relations)
- **To recognise and eliminate racism in our school** – Pupils undertook a whole school workshop 'Show racism the red card' (eliminate discrimination)

Future Objectives: 2014-2016

We have an increasing number of non-English families who find the initial transition into school difficult and we would like to improve this. We would like to get support and set up a system which can be used effectively.

Through classroom observations and monitoring we identified a lack of images and resources that represent diversity in our community. We have started to address this issue but feel that the action should be broadened across the school to promote diversity and equality (gender, race and disability).

Through data analysis we have highlighted the need to ensure greater progress for our SEN pupils in particular reading.

We are using our pupil premium funding to narrow the gap in attainment for our FSM pupils. We have a number of families who are experiencing support due to social needs. We aim to support these families in a number of ways

List the equality objectives:

Equality Objectives	Protected Characteristic
1.To ensure support for our non-english speaking families to aid a smooth transition when starting school	Race
2. To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	Race Gender Disability
3. To increase progress in our SEN pupils in particular our school action in reading	Disability
4. To narrow the gap with our pupil premium pupils (FSM)	Disability
5. To support pupils who come from families with social needs and experience significant changes in personal circumstances	Disability

8: Setting Equality Objectives Action Plan 2014-2016

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
1 To ensure a smooth transition when starting school to our non-english families	Race	X			Advance equality of opportunity Foster good relations	All staff	Families feel supported in their transition to school Support is used from external agencies	2 terms	Autumn 2014
2 To increase the range & quantity of positive images and resources across each year group to reflect the diversity of our community	Race Gender Disability		X		Advance equality of opportunity Foster good relations	Teachers Subject Leaders NR	Increase range & quantity of resources to reflect class groups Re-audit & establish minimum expectation is satisfied in each class Address 'Different families' single sexed relationships and single parent families, foster parents, living with extended family	2 terms	Autumn 2014
3 To increase the progress in our SEN pupils in particular our school action in reading	Disability		X		Advance equality of opportunity	All staff SENDCo NR-train BRP	Progress increased in our SEN pupils during 2012-2013 compared to the previous 2 years Lexia used at school/home Better Reading Partnership set up across the school to narrow the gap	1 year	Spring 2015
4. To narrow the gap with our pupil premium pupils (FSM)	Disability	X			Advance equality of opportunity	All staff LSA's SLT-monitor	The gap is narrowed for FSM pupils Progress reviewed each term Additional teachers are in place to make smaller classes to	1 yr	Spring 2015
5. To support pupils who come from families with social needs and experience significant changes in personal circumstances	Disability	X			Advance equality of opportunity	Head Mrs Sharp Teachers	Families feel supported when experiencing significant changes in personal circumstances Correct support is signposted	2 yrs	Spring 2016

