

Equality Scheme

2016/2019

Creswick Primary & Nursery School
Fay Brett, Headteacher



‘Learning
for Life’

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1: Vision and Values

Our equality vision and the values that underpin school life

At Creswick Primary and Nursery School, we provide an environment where we are: **'Learning for Life.'**

Our aims are to:

- Create a safe and caring environment where everyone is valued
- Support children to develop into confident learners with positive attitudes
- Provide an exciting and stimulating curriculum which encourages creativity and independence
- Ensure all children have the opportunities to make the best progress they can
- Treat each other as we would like to be treated encouraging respect, tolerance and kindness towards others both in our school community and beyond

Creswick Primary and Nursery School is a welcoming school where everyone is highly valued and where tolerance, honesty, co-operation and mutual respect for others are fostered. We expect everyone to show good manners and respect for each other at all times. Our curriculum provides equal opportunities for all to achieve and maximise their potential regardless of age, sex, race, religion or disability. We promote positive relationships with parents, governors, partnerships and members of the wider community.

At Creswick Primary and Nursery School we aim to promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression, attainment and achievement.

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

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 non-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, 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.

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.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve those who wish to be involved from the following groups:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally,

by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the

public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have

collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues,

as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

The school moved to this site in 2004 and draws its children from owner occupier and housing association properties. 9% of our pupils come from the deprived Peartree ward and 80% come from the Hollybush ward with pockets of deprivation.

- Approximately 21% of pupils are eligible for free school meals
- Attendance is in line with the national average,
- Approximately 8% of pupils are identified as having special educational needs.
- Approximately 31% of pupils are from minority ethnic backgrounds
- Approximately 14% of pupils have English as an additional language. This represents 26 different languages with no main group: There are only very small numbers of each.
- Mobility is just above the national average

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.
- To set every four years one or more specific measurable equality objectives that furthers 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
- marriage and civil partnership (for staff only)

Disability

At Creswick Primary and Nursery 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

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

Headteacher Mrs Fay Brett 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	Headteacher
Disability equality (including bullying incidents)	Fay Brett, Headteacher
SEN/LDD (including bullying incidents)	Fay Brett, Headteacher & SENCo
Accessibility	Fay Brett, Headteacher
Gender equality (including bullying incidents)	Fay Brett, Headteacher
Race equality (including racist incidents)	Fay Brett, Headteacher
Equality and diversity in curriculum content	Fay Brett, Headteacher
Equality and diversity in pupil achievement	Fay Brett, Headteacher
Equality and diversity - behaviour and	Fay Brett, Headteacher & FGB
Participation in all aspects of school life	Fay Brett, Headteacher
Impact assessment	Fay Brett, Headteacher
Stakeholder consultation	Fay Brett, Headteacher
Policy review	Fay Brett, Headteacher
Communication and publishing	Fay Brett, Headteacher

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 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

At Creswick Primary & Nursery School we will publish information annually in our updated Equality Scheme and in our School Development Plan.

At Creswick Primary & Nursery School equality information will be available on the school website.

At Creswick Primary & Nursery School we will publish the following information:

- Copies of policies, for example the behaviour policy or anti-bullying policy, or the recruitment or pay policies, where the importance of avoiding discrimination and other prohibited conduct is expressly noted.
- Attainment data which shows how pupils with different characteristics are performing
- Involvement with local communities

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)

Headteacher 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
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- 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 staff and school council representatives which could contribute to policy review and development
- Behave with respect and fairness to all colleagues and pupils, complying with the schools equality scheme
- Contribute to the implementation of the school's equality scheme.

All Parents/Carers will:

- Contribute to consultations and reviews
- Raise issues with staff and school council representatives which could contribute to policy review and development
- Behave with respect and fairness to all colleagues and pupils, complying with the schools equality scheme
- Contribute to the implementation of the school's equality scheme.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors 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 other stakeholders

We will engage and involve all relevant stakeholders in a variety of ways such as:

- Invitation to consultation meetings
- Questionnaires and surveys
- Informal discussion
- Pupil interviews
- Staff and governor consultation
- Meeting with partners and community organisations
- School newsletter and website

In the development of this policy we have welcomed 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 have considered 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

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that 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.

- We collect a range of information relating to incidents of harassment those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The LA provides us with a range of services which supports the equality agenda and helps us to identify our strengths and those areas requiring action e.g. Raise online analysis during Autumn Standards Visits

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Further information can be found in our Commissioning Contracts File and in the commissioning toolkit found within the Hertfordshire Grid for Learning.

7: Our School's Equality Objectives

Key priorities for action

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

- Data from RAISE Online and Fischer Family Trust
- Consultation/Stakeholder engagement through stakeholder working group(s)
- Pupil progress meetings and AM7 data
- Pupil voice
- The School SEF and Development Plan

The following protective characteristics have been taken into account:

- Race
- Disability
- Gender
- Age
- Religion/Belief
- Sexual Orientation.



8: Action Plan

Making progress on equalities issues

Equality Objectives Action Plan 2016 - 2019

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To improve attendance of children who are persistently absent	race		Y		Advance the equality of opportunity between persons who share a protected characteristic and persons who do not share it	Headteacher INCO AIO	Improve attendance by	January 2017-July 2016	Termly review Final review July 2018
To narrow the gap at the end of Foundation Stage	gender		Y		Advance the equality of opportunity between	Relevant teaching staff monitored by the LT	current gap is 14% to be reduced	January 2017 - July 2018	Termly pupil progress meetings



of a good level of development between girls and boys				persons who share a protected characteristic and persons who do not share it				Final review July 2018
To ensure the more able girls in Foundation Stage make good progress from their starting points	gender		Y	Advance the equality of opportunity between persons who share a protected characteristic and persons who do not share it	Relevant teaching staff monitored by the LT	Girls to make at least 7 steps of progress	January 2017 - July 2018	Termly pupil progress meetings Final review July 2018 Termly pupil progress meetings Final review July 2018



<p>To hold a regular coffee morning to discuss ideas</p>	<p>Race Gender Disability Religions or beliefs Gender identity and reassignment pregnancy</p>		<p>Y</p>	<p>Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act</p>	<p>Leadership team and GB</p>	<p>coffee morning in place</p>	<p>March 2018</p>	<p>March 2019</p>
<p>To improve progress of SEND children with more than one need</p>	<p>disability</p>		<p>Y</p>	<p>Advance the equality of opportunity between persons who share a protected characteristic and persons who do not share it</p>	<p>SENCo</p>	<p>To make good progress from their starting point</p>	<p>January 2017 to July 2018</p>	<p>Termly - pupil progress meetings Final review July 2018</p>



To ensure all staff understand how to deal with language to do with sexual orientation used by children and to decrease incidents of this	sexual orientation	Y		Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act	Megan Bath to lead	CPoms used to monitor incidents	January 2016	July 2017 completed
To develop ways of communication with parents who speak a different language	Ethnicity and race	Y		Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	Working equality party EAL co-ordinator	All parents can access information about the school and their child.	January 2017	July 2018



Policy Review

This policy was last reviewed and agreed by the Governing Body:

Adopted by Governing Body	23 rd March 2016
Review date	March 2019