

School Equality Scheme

2015/16-2017/18

Redbourn Infant & Nursery School



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1: Vision and Values

Our equality vision and the values that underpin school life

Redbourn Infant & Nursery School (“RINS”) believes that every member of our community – whether adult or child – should feel that they are important and valued. We believe that schools and children’s centres should be inclusive communities that welcome and celebrate differences. Full and meaningful partnership with parents and professionals – and the active involvement of other members of the local community – is also valued. We intend that our vision and values will actively seek to promote equality and tackle discrimination.

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

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 children at the school and in society, and prepare children for the opportunities, responsibilities and experiences of later life.

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:

- 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

A brief description of our school and its community setting

Characteristic	Total	Breakdown (number and %)
Number of pupils	226	107 and 47.3% Female 119 and 52.7% Male
Number of staff	39	37 and 94.8% Female, 2 and 2.6% Male
Number of governors	12	66.7% Female 33.3% Male
Religious character	None	N/A
Attainment on entry		Broadly average
Mobility of school population		Below national average
Pupils eligible for Pupil Premium including CLA	38	Representing 16.8% (including EYFS PP)
Children Looked After	5	Includes 2 children adopted from care in 2014/15
Deprivation factor		Below national average
Disabled staff	1	One MSA has hearing impairment
Disabled pupils (SEN/LDD)		0 disabled pupils with SEN 0 statemented children 0 EHC Plan (2 pending) 22 SEN Register
Disabled pupils (no SEN)	0	
BME pupils	51	Representing 22.6% (includes travellers of Irish heritage 5%)
BME staff	2	
Pupils who speak English as an additional language	19	Representing 8.4%
Average attendance rate	96.1%	
Significant partnerships, extended provision, etc.	7	Links with Harpenden CC (Redbourn CC shared site), Redbourn Junior School, St Luke's School, Redbourn After School Club, member of Harpenden Plus Consortium, University of Hertfordshire Partnership School, member of Gateway Teaching Alliance
Awards, accreditations, specialist status	6	NACE Challenge Award, Eco Schools Green Flag award, Herts Quality Standard in Early Years, Primary Science Silver Award, Primary Artsmark, Bronze Travel Award

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 Redbourn Infant & Nursery School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

Provision for disabled children is closely linked with the existing provisions for children 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 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

Jane Byrne retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 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	Jane Byrne Headteacher
Disability equality (including bullying incidents)	Jane Byrne Headteacher
SEN/LDD (including bullying incidents)	Clare Burgess INCO
Accessibility	Clare Burgess INCO
Gender equality (including bullying incidents)	Jane Byrne Headteacher
Race equality (including racist incidents)	Jane Byrne Headteacher
Equality and diversity in curriculum content	Jane Byrne Headteacher
Equality and diversity in pupil achievement	Jane Byrne Headteacher
Equality and diversity – behaviour and exclusions	Jane Byrne Headteacher
Participation in all aspects of school life	Jane Byrne Headteacher
Impact assessment	Jane Byrne Headteacher
Stakeholder consultation	Amanda Bowran, School Business Manager
Policy review	Jane Byrne Headteacher
Communication and publishing	Jane Byrne 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 RINS we will publish the Equality Plan annually on the "documents" page of the school website at www.redbourninfants.herts.sch.uk or through the school office.

At RINS we will also publish the following information, all of which is obtainable from the school office or on the school website:

- Evidence of staff training on the Equality Act 2010
- Copies of policies

- Aspects of the curriculum which explore different cultures and promote understanding of different religions
- Involvement with different communities
- Links with other schools which enable pupils to learn about children from different backgrounds
- Focus groups and initiatives to explore and improve relationships between different groups in the school community.

Commitment to action

Our 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)

Our Headteacher 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 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 staff and pupils
- Highlight good practice from departments, 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

Our 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 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 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 will:

- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.

All Parents/carers will:

- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.

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 others

Engagement – Participation and Involvement

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. We have involved a number of staff, pupils, parents and others with particular interests in the development of this equality scheme. We will continue to consult various stakeholders on the scheme and on other relevant policies (see our Action Plan).

In addition to the questionnaires, surveys and focus groups we will hold as part of the overall consultation and impact assessment process:

1. Disabled people will be involved through representation on the School Council.
2. Gender/Age –consult with a range of parent/carers and responds by setting up volunteering groups.
3. Race – we will work in partnership with MECSS and the County Traveller Support Team.. We have a dedicated BME teacher who regularly consults with families seeking to involve them in the life of the school (Book Week, RE Week, special assemblies etc.)
4. Community cohesion – we will invite members of the community to share their talents with the school. Local faith leaders will be invited to speak to the children in assembly.
5. Other – the children are invited to choose a different charity to support at key events (Harvest, Christmas, Easter) – this prompts them to consider minority groups and how we can relate to them.
6. Other - we will build links with the Children's Centre in order to identify other vulnerable groups and include the centre in our action planning.

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 the published material 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 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.

We 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 (Raise online etc). We conduct student voice activities such as pupil 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.

Commissioned services (procurement)

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.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Disability All classrooms have an access point which is disability compliant. All classes have Soundfield systems in place to assist the hard of hearing. There are disabled toilets in place in the school. Key staff are trained to deal with the specific needs of children with a disability in school to ensure they can access the curriculum appropriately.

Gender Close monitoring of pupil tracking data and end of Key Stage data to analyse and identify any issues relating to gender. Some curriculum adaptations have been made (eg writing house to encourage boys to write).

Race A range of resources and materials has been developed to recognise as a whole school a variety of cultural celebrations and religious festivals.

Other There is a large amount of community involvement in the school in many areas.

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

- *Analysis of RAISE online and Assessment monitoring data for KS1 and FS*
- *Feedback from annual questionnaires – parents, staff and children*
- *Evaluations from parent information evenings*
- *Consultation with Children's Centre and other EY settings*

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Embed learning themes to support all children and develop their language of learning.	All
2. Raise profile of SEN support within classroom to be cohort specific.	Gender, Disability, Race, Age
3. Support for vulnerable groups (i.e. EAL, BME, Travellers, Pupil Premium).	Disability, Race, Socio-economic
4. Close the gap in performance of Summer Born pupils.	Age
5. All stakeholders (School Council, PFG, GB etc.) valued for their contribution.	All
6. Build upon mutual understanding between religious groups and beliefs.	Religion

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
Embed learning themes to support all children and develop their language of learning.	All		√		All staff to plan opportunities and show evidence and impact in outcomes.	All staff	Children will know what they have learnt, how they have learnt and the next steps in their learning.	6 months	April 2016
Raise profile of SEN support within classroom to be cohort specific.	Gender, Disability, Race, Age		√		Individual IEPs, use of Inclusion Manager and visual checklists in classrooms.	Inclusion Manager, named staff, class teachers	Staff aware of needs in class. Resources support this and provision implemented.	6 months	April 2016
Support for vulnerable groups (i.e. EAL, BME, Travellers, Pupil Premium).	Disability, Race, Socio-economic			√	Identified children work with one to one support to enable progress against their targets. Tracking of progress.	Named staff	Attainment gap between vulnerable groups and non-vulnerable groups closing.	6 months	April 2016
Close the gap in performance of Summer Born pupils.	Age		√		All staff to know Summer Born children, so can plan/support appropriately and track progress.	All staff	Attainment gap between Summer Born and non-Summer Born pupils closing.	12 months	July 2016
All stakeholders (School Council, PFG, GB etc.) valued for their contribution.	All			√	Ongoing as membership of groups change and evolve.	All staff	Membership of groups will include representation from all areas of school community. School will act upon pupil/parent voice.	ongoing	Sept 2016
Build upon mutual understanding between religious groups and beliefs.	Religion			√	All staff through appropriate planning and focus days	All staff, PSHE and RE coordinator	Promotion of British Values Children's knowledge	ongoing	Sept 2016