



## **School Equality Scheme**

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**Version 1**

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## **1: Vision and Values**

**At Tewin Cowper Church of England Primary School, all staff, governors, children and parents/carers are committed to working in partnership to realise the potential of all. We aim to be:**

An all-inclusive school where all members of the school community have equal access to learning opportunities and enjoy growing, learning and achieving together.

A caring school that welcomes everybody and recognises and celebrates the Christian Values that underpin school life, including diversity, responsibility and respect.

A school with high expectations committed to supporting and challenging each learner to be the best they can be.

A school that aims to inspire, through the delivery of an engaging and enriched curriculum and the provision of a stimulating, engaging environment.

A school where all learners believe in themselves and each other, relish challenge and make the most of every opportunity.

A school committed to promoting the development of the 'whole child': focusing on their spiritual, moral, cultural, mental and physical development and preparing them for the opportunities, responsibilities and experiences of later life.

**To achieve the highest standards of teaching and learning for all irrespective of protected characteristics\*, we will:**

- encourage respect for and understanding of the different cultures, beliefs, disabilities and personal circumstances of individuals and to create a positive atmosphere in which there is a shared commitment to valuing diversity;
- prepare pupils to be full citizens in today's multi-cultural society and provide them with positive role models of respect and understanding;
- involve, as far as possible, representatives from diverse groups within our community in school life and the services we offer;
- consider when defining school policy and procedure the implications for different groups within our community and to take specific action to tackle any differences in opportunities or attainment between groups;
- work with other schools and services in order to share strengths and seek ideas for improvement;
- seek to promote the welfare in school of individuals who have specific physical, emotional, cultural, learning and religious needs;
- challenge and prevent all forms of prejudice and discrimination, to deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others and to promote good relations between people from different groups;

- seek to employ a range of staff representing the diversity of our community and variety of experience;
- ensure the correct and appropriate procedures are used for the recruitment, pay and career progression of staff in accordance with current equality legislation so that all are encouraged to achieve their full potential.

\* Protected characteristics include disability, faith & belief, gender, gender reassignment, pregnancy/maternity, race or sexual orientation. Age and marriage/civil partnership are not protected characteristics for school provision, only for staff.

## 2. School Context

### The Characteristics of our school

#### A brief description of our school and its community setting

Tewin Cowper Church of England Primary School is a smaller than average primary school with a pupil admission number of 25. Currently there are 153 children on roll.

- 4% of our pupils are currently in receipt of free school meals (National 26%).
- 6% of our pupils currently on roll are eligible for pupil premium.
- 10% of pupils receive SEN support compared with 13.0% Nationally
- 0.6% of children on roll have an EHCP plan compared to the National figure of 1.4%
- 5% of our pupils have English as an additional language.
- 25.2% of our pupils are from minority ethnic groups.

Characteristic	Total	Breakdown (number and %)
Number of pupils	86 67	Number and 56% Female Number and 44 % Male
Number of staff	19	100% Female
Number of governors	11	82% Female 18% Male
Religious character		Church of England
Attainment on entry		Broadly Average
Mobility of school population		Less than 10%
Pupils eligible for FME	7	5%
Deprivation factor		0.11 (National 0.21)
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	Show with statements/school action/school action plus
Disabled pupils (no SEN)	0	
Pupils who speak English as an additional language	7	5.3%
Average attendance rate	95.2%	
Significant partnerships, extended provision, etc.		Hertford and Ware Consortium Hertford and Ware Sports Partnership Welwyn Team of Church Schools
Awards, accreditations, specialist status		Primary Science Silver Award, Primary Sportsmark Silver Award

### 3. Legal Background

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 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

#### **Disability:**

At Tewin Cowper Church of England 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 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. Schools will be required to provide auxiliary aids and services to disabled pupils. However, this duty is not due to come into effect until a later date, following further consideration.**

**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.

**Teaching and learning:**

- We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:
- use data to improve the ways in which we support individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- set challenging targets when planning for future learning;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school population and local community without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to value their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## 4. Roles and Responsibilities and Published Information

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.

Every 24 months, managers and key staff will report to the Headteacher on actions and progress.

Every 24 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	Governors / Headteacher
Disability equality (including bullying incidents)	Governors / Headteacher
SEN/LDD (including bullying incidents)	Headteacher / SENCo
Accessibility	Governors / Headteacher
Gender equality (including bullying incidents)	Resources Committee / Headteacher
Race equality (including racist incidents)	Resources Committee / Headteacher
Equality and diversity in curriculum content	School Imp Committee / Headteacher
Equality and diversity in pupil achievement	School Imp Committee / Headteacher SENCo
Equality and diversity – behaviour and exclusions	School Imp Committee / Headteacher
Participation in all aspects of school life	Headteacher / SENCo
Impact assessment	Governing Body / Headteacher
Engagement /Stakeholder consultation	Governing Body / Headteacher
Policy review	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.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Tewin Cowper Church of England Primary School we will publish information annually. Information will be shared at full governing body meetings. Minutes of these meetings are available on request. More general information regarding equality will be available on the school website, particularly all policies related to equality, e.g. our positive behaviour policy or anti-bullying policy.

## **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).

### **The 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;

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 to 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:**

Follow the school's Golden Rules and uphold the school's values;  
Respect each other and all adults within the school community;  
Report any incidents of unfairness to an adult;  
Learn about a variety of faiths, cultures and issues other than their own in age-appropriate ways;  
Take part in Pupil Voice sessions and other activities to provide feedback and make further suggestions.

**All parents/carers will:**

Contribute to consultations and reviews;  
Behave with respect and fairness to all members of the school community, acting as role models for all children;  
Report any incidents of unfairness to their child's class teacher in the first instance, or a member of the SLT if appropriate;  
Inform the school immediately of any change of circumstance which would affect either themselves or their child's access to school life;  
Discuss positively any issues about equality with their child, seeking advice from their child's class teacher where necessary.

**The school operates equality of opportunity in its day to day practice in the following ways:****Teaching & Learning:**

At Tewin Cowper Church of England Primary School we encourage success, build aspirations and believe every child has something to offer, with the capability of rising to the many different challenges life will present them. We want our children to be curious and caring about the world around them, inspired to learn, courteous and tolerant in their relationships with each other and with adults. We aim to provide a stimulating and caring learning environment which is rich in opportunity and enables all of our children to develop the skills, confidence and motivation to become lifelong learners.

**Admissions and exclusions:**

Admissions from Reception to Year 6 are managed by the local authority according to the published criteria. Exclusions at Tewin Cowper Church of England Primary School are managed according to local authority guidelines.

**Equality and staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, non-teaching staff and students) 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 – 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. 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**

### **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 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.)

- 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. We conduct regular pupil voice activities and also pupil questionnaires as well as seeking the views from parents in a number of ways;
- 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. Further information regarding procurement is available from the school office on request.

### **Analysis of academic outcomes for pupils with Protected Characteristics:**

The school regularly carries out, and acts upon the results of, analysis of academic outcomes for those children in the protected characteristics groups (e.g. RAISE online, SEF, Headteacher's report to the Governing Body, etc). Copies of this information can be obtained by contacting the school office.

## 7. Our School's Equality Objectives

### Key Priorities for Action

#### Achievements to date:

All classrooms are accessible to wheelchair users;

Reported incidents of bullying or racism are extremely low and procedures for reporting these are clear and publicised to parents;

Information is now available to all members of the community via the school website or in paper form on request;

Achievement for different groups of children is similar to that of all pupils. In addition, the achievement gap between disadvantaged children and those who are not is closing;

SMSC development is strong through quality provision and greater opportunities to experience different faiths and cultures.

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

- Data collected through stakeholder questionnaires
- Stakeholder suggestions via the questionnaire
- Performance data analysis by the SLT and governors
- Liaison with SLT and governor with responsibility for Inclusion

Equality Objectives	Protected Characteristic
1. Review, re-publish and promote the Equality Scheme through the school website.	All
2. Carry out equality Impact Assessment on all policies as they come up for review	All
3. Track, monitor and analyse the achievement of pupils in all vulnerable groups, including those in receipt of Pupil Premium, and act on any trends or patterns in the data that require additional support for pupils.	All
4. Evaluate the impact of opportunities in the curriculum for the explicit teaching of themes and issues relating to equality and diversity particularly the appropriate use of language related to sexual orientation.	All
5. Track, monitor and analyse the attendance of key groups in the school, namely those in receipt of Pupil Premium and SEND	All
6. Look to increase accessibility to all areas of the school site	Disability

## 8. Setting Equality Objectives Action Plan

### Making Progress on Equality Issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Monitoring	Responsibility	Measurable success Indicator	Timing	Review date
Publish and promote the Equality Scheme through the school website	All				1,2,3	Survey stakeholders attitudes to equality issues	Governor/Chairs of Committees/ Headteacher	All stakeholders have been informed of the Equality Policy and Action Plan	Autumn 2016	Autumn 2017
Carry out equality Impact Assessment on all policies as they are reviewed	All				1,2,3	Resources and School Improvement Committees to review policies in line with the policy schedule	Governors	All policies comply with the requirements of the Equality Duty	Ref. Policy Schedule	On going
Monitor and analyse the achievement of vulnerable pupils and act on any trends or patterns in data that require additional support for pupils	All				1,2	Achievement data for vulnerable groups analysed and intervention tailored to match need at PPMs, Standards Committee and Link Governor Visits	SLT/InCo and Governing Body Standards Committee	Data indicates all children making at least good or better progress with gaps narrowing	Half termly PPMs Termly summative data	On going

Evaluate opportunities in the new curriculum to explicitly teach themes and issues relating to equality and diversity, particularly sexual orientation	All				1,2,3	Scrutiny of the curriculum content and skills documents, enrichment documents	Headteacher, Curriculum Leads	Opportunities identified and exploited across the curriculum	Summer	On going. Full annual review, Summer
Review and target initiatives to increase attendance and punctuality across the school with a focus on narrowing the gap for disadvantaged children and those with SEND	All				1,2,3	Attendance analysis	Headteacher, Link Governor	Analysis of attendance records shows increasing percentages for all groups with gaps narrowing	Three Termly	On going
Continue rolling programme of premises works in line with accessibility plan	All				1,2,3	Premises Management Plan	Headteacher, Governors	Full access to all pupils to all areas at all times	Ref Access Plan	

**Monitoring and review of this Policy**

To be reviewed by the Full Governing Body annually.