



# Single Equality Scheme

2013

Commonswood Primary  
& Nursery School



Reviewed September 2014  
Reviewed September 2015

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## 1: Vision and Values

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Our equality vision and the values that underpin school life

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Commonswood Primary and Nursery School promotes equality and endeavours to tackle discrimination.

We recognise that that these duties reflect international human rights standards as expressed in the UN convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

### Guiding 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, straight and transgender people.

**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, straight and transgender people.

**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 to progress towards achieving them.

## 2: School Context

The characteristics of our school

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

Commonswood is located on the edge of Welwyn Garden City in Howlands Ward, (ranked 60th on the DETR register of deprivation in Hertfordshire) which is where the majority (48%) of children reside. We also draw significant numbers from Hollybush - 37% (25th) and Peartree - 10% (3rd) Wards. In each ward there is an average proportion of the community claiming benefit and a similar proportion of lone parents.

Our deprivation index places the school in the broadly average band of schools in E&W.

Where possible include disaggregated information, showing number and percentage for gender, race and disability

Updated Sept 15

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
<b>Number of pupils</b>	<b>416</b>	<b>204 49% Female</b> <b>212 51% Male</b>
<b>Number of staff</b>	<b>65</b>	<b>57 88% Female</b> <b>8 12% Male</b>
<b>Number of governors</b>	<b>8</b>	<b>87% Female 13% Male</b>
<b>Religious character</b>		<b>28% Christian/ 4% Muslim / 53% No Religion / 1% Hindu / 0.4% Sikh / 12% Other Religion / 0.7% Buddhist</b>
<b>Mobility of school population</b>	<b>12%</b>	<b>2014-2015</b>
<b>Pupils eligible for FME</b>	<b>33</b>	<b>8%</b>
<b>Deprivation factor</b>	<b>0.18</b>	<b>Raise on Line</b>
<b>Disabled staff</b>	<b>1</b>	
<b>Disabled pupils (SEN/LDD)</b>	<b>57</b>	
<b>Disabled pupils (no SEN)</b>	<b>6</b>	
<b>BME pupils</b>	<b>112</b>	<b>27%</b>
<b>BME staff</b>	<b>1</b>	<b>1.5%</b>
<b>Pupils who speak English as an additional language</b>	<b>49</b>	<b>12</b>
<b>Average attendance rate</b>	<b>96.2%</b>	<b>As of July 15</b>
<b>Significant partnerships, extended provision, etc.</b>		<b>After school club</b> <b>Breakfast Club</b> <b>Preschool provision</b> <b>Nursery Lunchtime provision</b>
<b>Awards, accreditations, specialist status</b>		<b>Healthy Schools award</b> <b>Silver Science Quality Mark</b> <b>PE Silver Quality Mark</b>

### 3: Legal Background

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The duties that underpin our scheme

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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 Commonswood 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.
- Tracking takes place for those Early Years pupils who have received early intervention by Creswick Family Support Centre.
- A partnership exists between the local Baptist church. The minister takes regular assemblies for both KS1 and KS2 pupils.
- Links are currently being developed with Swallow Dell Primary School, Creswick Primary School and other Schools to develop assessment moderation, family learning and SEN reforms.
- The Commons Pre-School team run a breakfast and afterschool club on site which provides care for 20 children.
- HAFLS have successfully run maths courses for parents to help them support their children's education, and are currently enrolling for the next course.
- Community links exist between the school and the local University. Pupils have conducted student nurse interviews and evaluated student presentations in conjunction with the University.
- Local business links are developing particular through Business Enterprise weeks which take place in the Summer term for Years 5 & 6.
- Links are in place to make extended use of forest school resources.

### **4: Roles and Responsibilities and Publish Information**

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#### Chain of accountability

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Our Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every month, managers and key staff will report to the Headteacher on actions and progress. Every 3 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.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Gill Seymour HT Carole Dixon link Gov
Disability equality (including bullying incidents)	Gill Seymour HT Carole Dixon link Gov
SEN/LDD (including bullying incidents)	Gill Seymour HT Carole Dixon link Gov
Accessibility	Gill Seymour HT Carole Dixon link Gov
Gender equality (including bullying incidents)	Gill Seymour HT Carole Dixon link Gov
Race equality (including racist incidents)	Gill Seymour HT Carole Dixon link Gov

Equality and diversity in curriculum content	Gill Seymour HT Carole Dixon link Gov
Equality and diversity in pupil achievement	Gill Seymour HT Carole Dixon link Gov
Equality and diversity – behaviour and exclusions	Gill Seymour HT Carole Dixon link Gov
Participation in all aspects of school life	Gill Seymour HT Carole Dixon link Gov
Impact assessment	Gill Seymour HT Carole Dixon link Gov
Engagement /Stakeholder consultation	Gill Seymour HT Carole Dixon link Gov
Policy review	Gill Seymour HT Carole Dixon link Gov
Communication and publishing	Gill Seymour HT Carole Dixon link Gov

#### Commitment to review

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.

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

#### **Publish Information - specific duty to demonstrate compliance with the public sector equality duty**

At Commonswood Primary & Nursery School we will publish information annually on the website. The results of annual Disability questionnaires are published on the website and newsletters.

#### 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 the School carries out the letter and spirit of the statutory duties (and ensuring the provision of “returns” to the local authority)



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**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

**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
  - 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)

**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
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- Contribute to the implementation of the school's equality scheme

**All pupils will:**

- Recognise that learners are of equal value whether or not they are disabled, whatever their ethnicity
- Recognise and respect difference treating people equally does not necessarily involve treating them all the same.
- Have positive attitudes and relationships, and a shared sense of community
- Feel and be a productive part of the community

**All parents/carers will:**

- Support the school staff to educate their child.
- Support and work with their child to complete homework and provide other opportunities for learning at home and in the community.
- Support the school's approach to manage pupils' behaviour effectively and eliminate bullying.
- Take an active interest in the progress their child is making and attend parent teacher consultations each term.
- Ensure that their child arrives at school on time and dressed in school uniform
- Ensure that their child attends school every day during term time.
- Encourage and develop their child's use of leisure time constructively.
- Share books with their child each day.

## 5: Engagement

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### Involving our learners, parents/carers and others

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We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities when engaging with the issues surrounding protected characteristics (Equality Act 2010).

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.

Parents and carers:

Disability survey carried out each year – results published in the newsletter and on the website

Evaluate the survey and act on issues which arise

Pupils:

- Pupils will feedback through School Council meetings.
- Pupils will learn about equality through the curriculum with links to PSHME
- Pupils' voice will be evaluated through faculty monitoring

Staff/Governors:

Debriefs will give opportunities to specify if contribution comes from someone with a protected characteristic

Forums carried out twice a term provide opportunities to discuss issues

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

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### 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).

At Commonswood Primary and Nursery School we gather data to analyse the effects of our policies on protected groups (see RAISE online, incident reports, AM7). Surveys of pupils, parents and staff are undertaken to monitor the makeup and needs of our community and show how well we are meeting these needs. We conduct student voice activities such as anti-bullying questionnaires. The local authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those requiring action.

## 7: Our School's Equality Objectives

Key priorities for action

Our Equality objectives have been chosen through the analysis of teacher assessment data, pupil voice interviews and parent questionnaires.

Achievements so far:

Equality Objectives 2012	Protected Characteristic	Evaluation
1. To increase APS in Mathematics for girls at the end of Key Stage 2	Gender	Achieved. Girls obtained 27.1 APS at KS2. Boys 29.5.
2. To provide family support for disabled parents and children	Disability	Achieved through Family Worker
3. To provide support for young carers	Disability	Achieved through Family Worker

## 8. Setting Equality Objectives action Plan 2013-15

Making progress on Equality issues

Equality Objectives 2013-15	Protected Characteristic	Responsibility	Measureable success indicator	Timing	Review date
1. To raise attainment in English of boys	Gender	Class teachers/DHT	Attainment will be in line with girls	2013-14	July 14 July 15
<p><b>Evaluation July 14</b>            Writing APS boys 23.2 Progress from Y2 9.9            Writing APS girls 25.6 Progress from Y2 9.9            Reading APS boys 28.4 Progress from Y2 13.7            Reading APS girls 29.5 Progress from Y2 13.1            Continue Target</p> <p><b>Evaluation July 15 Target Achieved</b>            Writing APS boys 26.9 Progress from Year 2 14 APS            Writing APS girls 27.2 Progress from Year 2 14.3 APS            Reading APS boys 28.7 Progress from Year 2 14.3 APS            Reading APS girls 27.9 Progress from Year 2 13.9 APS</p>					
2. To continue to provide family support for disabled	Disability	Family support worker/HT	Families are engaging with the support being offered	2013-14	July 14 July 15

parents and children					
<p><b>Evaluation July 14</b>  Changes in Code of Practice – Parents need information  INCo training completed – full time post supporting links to Family Support Worker and outside agencies  Continue Target  <b>Evaluation July 2015 Target Achieved</b>  By working closely with the INCo the Family Support Worker has been able to identify and support families through the eCAF process and through targeted support and signposting to relevant agencies. Parent learning and workshops are an integral part of Commonswood life. The Family Support Worker and INCo carefully monitor the impact of support on children throughout the school.</p>					
3.To engage pupils of all ethnic heritage communities in extra-curricular opportunities	Ethnicity and race	Club organisers/ class teachers/DHT	Club registers will show representation of ethnic groups	2013-14	July 14 July 15
<p><b>Evaluation July 14</b>  Clubs:  63.7% of all ethnic heritage communities engaged in an extra-curricular club compared to 69.5% of all pupils  Continue Target  <b>Evaluation July 2015 Target Achieved</b>  87.8% of all ethnic heritage communities engaged in an extra-curricular club compared to 85% of all pupils</p>					