



Single Equality Scheme

2017/18



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1: Vision and Values

Our equality vision and the values that underpin school life

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.

- This school is larger than the average-sized primary school.
- The school operates two part-time Nursery classes, one morning and one afternoon.
- The school is two form entry with the addition of one extra class which entered Reception in September 2016.
- The proportion of pupils supported by pupil premium funding is below average. The pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals and children who are looked after.
- Most pupils are White British, with a small proportion from a range of ethnic heritages. The proportion who speak English as an additional language is below average.
- The proportion of pupils who have special educational needs or disability is below 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:

- **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
- 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; examples include adapted seating and equipment. It also includes psychological support to ensure children are mentally able to access the curriculum.
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; examples include Smart Moves activities to support children with dyspraxia, adjusted tables and chairs, adjusted toileting facilities.
- 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 the local Family Support Centre.
- A partnership exists between the local Baptist church. The minister takes regular assemblies for both KS1 and KS2 pupils.
- Links have been developed with other local Primary and Secondary Schools to develop assessment moderation, family learning and SEN reforms.
- The school provides wrap around care on site
- HAFLS have successfully run a variety of 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.
- Links between the school and Hertfordshire Action on Disability Centre (HAD) are strong. They include children learning about disability and fund raising events.
- Local business links are developing particular through Business Enterprise weeks which take place in the Summer term for upper KS2 pupils.

- Links are in place to make extended use of forest school resources and further develop provision of outdoor learning.

4: Roles and Responsibilities and Publish Information

Chain of accountability

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.

SLT report to the Headteacher on actions and progress. The Headteacher reports 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.

A member of the Governing body is allocated to overseeing the actions and progress.

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

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:

- 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

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 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

Involving our learners, parents/carers and others

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

Parent Forums

SLT evaluates the survey and acts on issues which arise

Pupils:

- Pupils will feedback through School Council meetings.
- Pupils will learn about equality through the curriculum, links to PSE and assemblies
- Pupils' voice will be evaluated through subject leader monitoring

Staff/Governors:

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

Staff meetings provide opportunities to raise and discuss any issues

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. 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, behaviour logs). 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.

8. Setting Equality Objectives action Plan 2016-19

Making progress on Equality issues

Equality Objectives 2016-19	Protected Characteristic	Responsibility	Measurable success indicator	Timing	Review date
1 To ensure the curriculum provides opportunities to learn about different cultures in this country and globally.	Race	RE subject leader	Children are knowledgeable about the differences between religion and culture and how culture is part of people's identity.	By July 2018	July 17 July 18 July 19
2 To ensure the staff profile is representative of all ages	Age	Headteacher	HCC employment guidelines are followed. All staff employed are capable of being successful in their post.	By July 2018	July 17 July 18 July 19
3 To raise awareness of disability in the community.	Disability	Headteacher SMSC subject leader	Annual disability awareness event in place (including Paralympics 2016). Areas of the curriculum tailored to include disability studies. Pupils' visits/links with the Woodside centre-Hertfordshire Action on Disability (HAD). Pupil voice shows	By July 2018	July 16 July 17 July 18 July 19

			increasing awareness over time.		
4 To raise awareness of different religious cultures and beliefs among the school community.	Religion and belief	HT RE subject leader	Representatives from a variety of beliefs to lead assemblies. Workshops for year groups from internal and external providers on religion and beliefs. Visits to religious buildings to increase each year. Pupil voice shows increasing awareness over time.	By July 2017	July 15 July 16 July 17 Target met 7/17
5 To continue to provide family support for disabled parents and children.	Disability	HT Family support worker	Families are engaging with the support being offered. Children make expected or better progress as a result.	By July 2017	July 15 July 16 July 17 Target met 7/17