

GREEN LANES PRIMARY SCHOOL

SCHOOL EQUALITY SCHEME

1. VISION AND VALUES

It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes Primary school we create caring, confident and committed learners for life.

Our school ethos states Green Lanes Primary School is a welcoming school where everyone is highly valued and where tolerance, honesty, cooperation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunities for all pupils and staff to maximise their potential, regardless of age, ethnicity, gender, sexual orientation race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors, staff and members of the wider community.

At Green Lanes Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of **Every Child Matters** (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive, non stereotyping information about different groups of people, regardless of gender, ethnicity, race, disability, sexual orientation, religion, looked after children and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all of our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum make explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

In fulfilling the obligation 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.

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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 (based on Raiseonline 2014)

Characteristic	Total	Breakdown (number and %)
Number of pupils	368	NA
Number of staff	64 permanent / 6 casual	NA
Number of governors	12	NA
Religious character	Non denominational	NA
Mobility of school population	90.9 stability	NA
Pupils eligible for FSM	61	16.6%
Deprivation Factor	0.13	NA
Disabled Staff	0	0%
Disabled Pupils (SEN)	0%	NA
Disabled pupils (no SEN)	0%	NA
BME pupils	107	29.0%
BME staff	2	2.8%
Pupils who speak English as an additional language	32	8.8%
Average attendance rate	98% (Head's report October 2014)	

3. LEGAL BACKGROUND

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our 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 the schools provisions are:

- age*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership*

(* for staff only)

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Green Lanes 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.

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

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

Commitment to implementation

Ms Michele Johnson 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 Governors' meeting there will be a report on equality and diversity to the Governors. This will be under the agenda item 'Safeguarding and Equality Issues'.

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	Ms M Johnson, Miss C Gibbins and Mrs S Sira (Equality governor)
Disability equality (including bullying incidents)	Ms M Johnson, Mrs G Demianyk and SEND governor
SEN/LDD (including bullying incidents)	Ms M Johnson, Mrs G Demianyk and SEND governor
Accessibility	Ms M Johnson, Mrs G Demianyk and SEND governor
Gender equality (including bullying incidents)	Ms M Johnson, Miss C Gibbins and Equality governor
Race equality (including racist incidents)	Ms M Johnson, Miss C Gibbins and Equality governor

Equality and diversity in curriculum content	Ms M Johnson, Miss C Gibbins and Equality governor
Equality and diversity in pupil achievement	Ms M Johnson, Miss C Gibbins and Equality governor
Equality and diversity – behaviour and exclusions	Ms M Johnson, Miss C Gibbins, Equality governor and exclusions committee.
Participation in all aspects of school life	Ms M Johnson, Miss C Gibbins and Equality governor
Impact assessment	Ms M Johnson, Miss C Gibbins and Equality governor
Stakeholder consultation	Ms M Johnson, Miss C Gibbins and Equality governor
Policy review	Ms M Johnson, Miss C Gibbins and Equality governor
Communication and publishing	Ms M Johnson, Miss C Gibbins and Equality governor

* For list of designated governors and job descriptions see appendix 1

Commitment to review

The school equality scheme will be aligned with the School 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. 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.

Commitment to publish

At Green Lanes we will publish information annually. Equality information will be available on the school website. We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

Our Governors will:

Policy Development	Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	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
Behaviour	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
Public Sector Duties	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 and senior staff will:

Policy Development	<p>Initiate and oversee the development and regular review of equality policies and development procedures</p> <p>Consult pupils, staff and other stakeholders in the development and review of the policies</p>
Policy Implementation	<p>Ensure the effective communication of the policies to all pupils, staff and stakeholders</p> <p>Ensure that managers and staff are trained as necessary to carry out the policies</p> <p>Oversee the effective implementation of the policies</p> <p>Hold line managers accountable for effective policy implementation</p>
Behaviour	<p>Provide appropriate role models for all managers, staff and pupils</p> <p>Highlight good practice from departments, individual managers, staff and pupils</p> <p>Provide mechanisms for the sharing of good practice</p> <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</p>
Public Sector Duties	Ensure that the school carries out its statutory duties effectively

Our Line managers will:

Policy Development	Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<p>Implement the school’s equality scheme, holding staff accountable for their behaviour implementation and providing support and guidance as necessary</p> <p>Be accountable for the behaviour of staff team and individual members of staff / pupils</p> <p>Use informal and formal procedures as necessary to deal with ‘difficult’ situations</p>
Behaviour	<p>Behave in accordance with the school’s policies, leading by example</p> <p>Respond appropriately to the behaviour of pupils and staff as a whole and individuals (praising/challenging as necessary)</p>
Public Sector Duties	Contribute to managing the implementation of the School’s Equality Scheme

All of our teaching and non-teaching staff will:

Policy Development	Contribute to consultations and reviews. Outcomes of these will be recorded in minutes of meetings. Raise issues with line managers which could contribute to policy review and development
Policy Implementation	Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	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
Public Sector Duties	Contribute to the implementation of the school's equality scheme

Our pupils and parents/carers will:

Be made aware of our school equality scheme via the publishing of agreed documents.

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 – PARTICIPATION AND INVOLVEMENT

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. 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.

Methods of consultation may include:

- Surveys
- Questionnaires
- Interviews
- Parent forums
- School council meetings
- Parents' evenings
- Informal meetings with parents
- INSET for staff
- School newsletter
- Parent group for children demonstrating challenging behaviour at school / home.
- Twitter feed
- Half termly appointments with SEND leaders for parents of children with SEND.

Development of this scheme has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010.

When deciding what to do to tackle equality issues, we 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. Evidence of this engagement is included in published information showing how the duty has been addressed.

6. USING INFORMATION – EQUALITY IMPACT ASSESSMENTS, DATA AND OTHER INFORMATION

All school policies will be equality impact assessed with regard to disability, gender, sex, age, religion or belief, sexual orientation and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in section 4 of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be shared with the governors on an annual basis.

Feedback is taken from the methods of consultation, discussed with stakeholders and actions identified.

Equality Impact Assessment (EQIAs)

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). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

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 student voice activities such as pupil questionnaires and interviews.

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.

7. OUR SCHOOL'S EQUALITY OBJECTIVES

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

Data used:

- RaiseOnline
- Fischer Family Trust
- Assessment Manager 7 Reports
- Pupil Progress Meetings
- End of Key Stage Results
- Herts MIU information
- Benchmarking information
- Discussions with parents
- Analysis of pupil information sheets provided by parents.

Relevant people involved: Head teacher, senior leadership team, governing body, teaching staff, school improvement partners, parents.

1. Raise the attainment of children receiving pupil premium funding so that the gap between these children and those not receiving the funding is closed (with a specific focus on children identified as having SEND).

Protected characteristic: All (disability).

2. To promote pupils' understanding and awareness of the protected characteristics through a rich range of experiences both in and beyond the school.

Protected characteristic: Disability, ethnicity and race, gender, religion and beliefs.