Bushey Heath Primary School
Equality Scheme

A vibrant school inspiring children to realise their potential

1 Vision and Values

Our equality vision and the values that underpin school life

Our equality vision and the values that underpin school life at Bushey Heath Primary School
At Bushey Heath Primary School, we aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To achieve this we will take account of the following 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:

What are protected characteristics?

It is against the law to discriminate against someone because of:

- Age.
- Disability.
- Sex reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

These are called protected characteristics under the Equality Act 20.

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.

- Sex, so that the different needs and experiences of girls and boys, and women and men, are recognized.
- 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 people with disabilities, good relations between people with disabilities and those without, and an absence of harassment of people with disabilities.
- 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.
- We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different sex based on their personality and interests or the clothes they prefer to wear.

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 have a disability.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their sex 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: 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.
- Homosexual and bisexual people as well as straight.

Principle 7: 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 8: Objectives
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

Bushey Heath Primary School is a one form entry school for boys and girls aged 3-11, set in a residential area. It draws children from a wide range of socio-economic and multi-cultural backgrounds.

Characteristic	Total	Breakdown
Number of pupils	234	101 and 43.16 % Female 133 and 56.84% Male
Number of staff	41	35 and 85.37% Female 6 and 14.63% Male
Number of governors	8	3 and 37.5% Female 5 and 62.5% Male
Religious character		Non-denominational
Mobility of school population	86.7%	
Pupils eligible for FME	20	
Disabled staff	1	
Disabled pupils (SEN/LDD)	42	
Disabled pupils (no SEN)	0	
BME pupils	141	
BME staff	10	
Pupils who speak English as an additional language	42	
Average attendance rate	94.7%	
Significant partnerships, extended provision, etc.		Merry Hill Infant School Merchant Taylors' School Haberdashers' Aske's Boys School
Awards, accreditations, specialist status		Ofsted - Outstanding 2024 - Outstanding 2009

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 at 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.
- Sex.
- Sex identity and reassignment.
- Pregnancy, maternity and breast feeding.
- Religion and belief.
- Sexual orientation.

Disability

At Bushey Heath Primary School we implement accessibility plans which are aimed at:

- Increasing the extent to which pupils with disabilities 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.

Bushey Heath Primary School is committed to taking action on equality and we work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DCSF guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

4: Roles and Responsibilities and Publish Information

Commitment to implementation: Commitment to action: Chain of accountability

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

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

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review
The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

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.

Commitment to publish information annually and provide access to our equality scheme
Bushey Heath Primary School is committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually and copies of this document and any related material will be available on the school website. All enquiries relating to the scheme should be made via the school office.

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).

Head teachers 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.

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/students will:

- Respect everyone in the school.
- Try to be friends with everyone.
- Listen to their teacher and each other.

All Parents/carers will:

- Support the school's commitment to equality.

5: Engagement

Involving our learners, parents/carers and others

The interests of all stakeholders of Bushey Heath Primary School have been taken into account and incorporated into this scheme in accordance with all statutory duties and legislative requirements.

As part of a continually developing process, the senior management team and Governing Body of Bushey Heath Primary School encourages its stakeholders to provide input and feedback at any time. We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

In accordance with Bushey Heath Primary School's commitment to the ongoing monitoring, development and enactment of this scheme, all comments and suggestions relating to the Equality and Diversity scheme will be considered during the annual review of this document, or on an ad hoc basis, whichever is appropriate.

Parents and pupils are asked for their comments through head teacher and governor newsletters.

Events at school (e.g. assemblies, harvest festival, visitors), school trips, (e.g. to local synagogues and churches), explore different cultures and promotes understanding of different religions; such trips and events are published in the school newsletters.

Any queries or comments relating to this scheme should be made via the school office.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using information – Equality Impact Assessment, Data and Other Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

At the time of review of individual school policies, an assessment will be made of the effectiveness of each policy in relation to equality and diversity, and any improvements or amendments will be made accordingly.

The effectiveness of Bushey Heath Primary School's equality and diversity scheme, and any initiatives that arise from it, will be consistently monitored by staff, the senior management team and the Governing Body, and the scheme and resulting actions will be developed accordingly.

7: Our School's Equality: Summary of Aims 2023-2024

Key Priorities for Action:

1. Understanding Protected Characteristics: Bushey Heath Primary School aims to ensure that all children comprehend the concept of protected characteristics by the end of Key Stage 2 (KS2). This understanding is assessed through pupil surveys, allowing the school to gauge the effectiveness of its efforts.

2. Disability Access Consideration: The school prioritises disability access when making adaptations to its premises. This includes planning for wheelchair access and providing facilities like disabled toilets. It extends to projects like the digital hub, ensuring inclusivity in all aspects of the school environment.

3. Incorporating Equality in Policies: Equality considerations are an integral part of the ongoing review of school policies. Ensuring equal treatment for all is a standing item in these reviews, ensuring that the school's commitment to equality is consistently upheld.

4. Close Monitoring and Support: The school employs various methods, including assessment, progress reviews, intervention programs, observations, parent feedback, and input from governors, to closely monitor all children's progress. This approach helps in identifying and addressing barriers or disadvantages that pupils might face.

5. Promoting Inclusivity in Achievement: The school works actively to bridge achievement gaps between boys and girls. It encourages girls' engagement in STEAM subjects by organising events like the Girls Grammar Science Day and introducing engineering units in the science curriculum. The goal is to foster confidence and participation in these subjects amongst all pupils, regardless of protected characteristics.

6. Cultural Celebrations: Cultural diversity is celebrated throughout the year via the assembly rota, which includes key cultural events for various religions and non-religious celebrations. Assemblies and the Religious Education (RE) curriculum reflect a balanced approach to major religions.

7. Addressing Discrimination and Bullying: Incidents of discrimination, verbal or physical abuse, and bullying related to protected characteristics are recorded in the school's Child Protection Management System. These incidents are reported to the Full Governing Board (FGB) meetings. An Anti-Bullying Toolkit is employed to prevent harmful behaviours and language that target specific groups or communities. All incidents are documented for investigation.

Success Indicators:

The success of the primary school's equality scheme is measured through a combination of outcomes:

- Pupil and parental feedback
- Observations of students during their school journey
- Rapid progress, both academically and socially, among pupils with protected characteristics
- Effective handling and reporting of incidents related to discrimination, abuse, or bullying

Date Policy Reviewed/Amended:	October 2026
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	October 2027
Reviewed by:	Full Governing Body

Equality Objectives Action Plan 2026/ 2027

Target	Actions	Responsibility	By	Success Criteria
To celebrate cultural events throughout the year in school, to increase awareness and understanding of different communities	• An electronic timetable to be set up and monitoring overview established to ensure that I diverse and balanced array of cultural events are celebrated. • To make use of community and stakeholder links to provide for extracurricular activities • To hold an "International Day" involving parents/local community and governors	Headteacher, RE subject lead, nominated governor	Ongoing	Children are aware of a variety of cultural events and their significance to the community. Key stakeholders are actively engaged in designing and delivery of the different cultural events
To ensure all pupils understand the protected characteristics re-p6 of the Equality Scheme	• PSHCE coordinator to ensure that the curriculum reflects progression of understanding of the protected characteristics • Ensure that through PHSE and assemblies all pupils learn about racism and equality issues in general	PSHCE coordinator/ all teachers	June 2025	All pupils can explain protected characteristics appropriate to their age group
Monitor and analyse achievement and progress with reference to ethnicity and disability to ensure in line with cohort	• Analyse data throughout the year • Audit	SMT	Ongoing	Greater understanding of any inequality issues
To break down barriers and assumptions with relation to disability	• Disabled role models • Visitors to discuss and raise awareness of disabilities. SENCO to arrange professionals to explain different disabilities and the challenges children may face because of them appropriate to the age group of the class • Challenge stereotyping • Ensure that disabled access is at the forefront of all material changes to the building structure	SENCO	July 2025	Surveys indicate greater understanding of disabilities and awareness Improved disability access to the school building
To ensure school development plan monitors vulnerable groups and allocates resources appropriately, with a particular focus on sports	• Ensure children from vulnerable groups (i.e. protected characteristics, free school meals, child protection etc.) are encouraged to participate in sports. • Introduce initiatives to encourage an interest in sport in girls e.g. visitors • use female role models in displays and class	SMT, Governors, Class Teachers, Subject Leaders	July 2025	Increased interest of girls in sport Increased participation in "healthy body, healthy mind" project from children with protected characteristics and other vulnerable groups
Carry out Equality Impact Assessment on all Policies as they come up for review	• Commitment to equality evident in all policies • GB to locate an Equality Impact Assessment that is appropriate for a primary school	Governors	Ongoing	All policies consistent with Equality Scheme
To encourage and develop Boy/Girl working together	• Use of mixed pairs in class • Use of mixed groups in class • Monitor by Lesson Observations	SMT, Class Teachers, Subject Leaders	Ongoing	Mixed groups and pairs in action SMT/ SL observe actions in lessons Pupils response to working with each other

Target	Actions	Responsibility	By	Success Criteria
	• Pupil surveys by Subject Leaders			improved
Carry out equality Impact Assessment on all policies as they come up for review	• Commitment to Equality evident in all policies	Governors	Ongoing	All policies consistent with Equality Scheme
Encourage more girls to take up sport outside the curriculum requirements, particularly sports traditionally associated with boys but recognize the different preferences of girls	• Challenge sex stereotypes • Introduce initiatives to encourage girls to take up sport outside the curriculum requirements • Monitor attendance of girls at out-of-hours sports clubs • Survey girls and parents to understand barriers to participation and identify and plan alternative sports clubs in response • Consider continuing provision when sports premium funding ceases	Governors, SMT, Sports Governor, SLT	Ongoing	Increased participation of girls in sports clubs and out of school sport activities and during school time (e.g. breaks)
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	• Ensure that all resources (e.g. books, posters, visitors to school) and displays in classrooms and corridors promote diversity in terms of race, sex and ethnicity	All	Ongoing	More diversity reflected in school displays, classes and visits across all year groups Increased awareness of different communities
To ensure that there are sufficient opportunities within the school's curriculum to address equality issues	• Consider coverage of equality issues in the new curriculum • Ensure that through PHSE and assemblies all pupils learn about racism and equality issues in general	Headteacher, Deputy, Subject Leaders	Ongoing	Increase in pupil's understanding of equality and increase in their confidence and participation in school life generally
All accusations of discrimination, verbal / physical abuse or bullying based on protected characteristics are recorded on the school's Child Protection Management System.	• Anti-Bullying Toolkit ensures the school is alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities for example, casual use of homophobic, sexist or racist language. All incidents are recorded on an investigation form.	All staff	Ongoing	All children report feeling safe, valued and protected regardless of characteristics.