

# **Bushey Heath Primary School**

## **School Equality Scheme**

**2016**

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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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### ***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:

- 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 recognized.
- Gender, 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 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 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

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 and %)
Number of pupils	270	124 and 45.93% Female 146 and 54.07% Male
Number of staff	39	100% Female 0% Male
Number of governors	10	60% Female 40% Male
Religious character		Non-denominational
Attainment on entry		
Mobility of school population	4%	
Pupils eligible for FME	10	
Deprivation factor		
Disabled staff	0	
Disabled pupils (SEN/LDD)	21	
Disabled pupils (no SEN)	0	
BME pupils	38%	
BME staff	2	
Pupils who speak English as an additional language	16.30%	
Average attendance rate	94.79%	
Significant partnerships, extended provision, etc.		Queens school – sports partnership Bushey Meads – technology College
Awards, accreditations, specialist status		Ofsted – Outstanding 2008/9

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

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

## 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

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Commitment to implementation: Commitment to action: Chain of accountability

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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 three 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)

## Equality Scheme

### 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

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

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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

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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.***

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 Objectives

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Key priorities for action

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### **Achievements to date:**

The school has installed wheel chair access and a disabled toilet and hearing / sound system in classrooms.

An examination of equality aspects is incorporated in the rolling review of school policies.

School consults with parents and pupils by sending out questionnaires every 2 years and encourages suggestions and views to be put forward at any time (e.g. suggestions box).

Improved Boy/Girl working together in mixed groups and pairs (from action plan 2015/16) – observed by SLT

More girls take up sport outside the curriculum requirements, particularly sports traditionally associated with boys but recognize the different preferences of girls (from action plan 2015/16) – evidenced by observations from SLT and parent survey)

Increasing range of positive images promoting diversity.

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

*[Make reference to data used, the way in which relevant people have been involved and protected characteristics taken into account.]*

Reference to:

- RAISE on-line,
- JARV report,
- Class observations,
- Pupil and parent surveys,
- Governor visits.

## Equality Objectives Action Plan 2016/17

Target	Actions	Responsibility	By	Success Criteria
To ensure that EAL pupils make progress in line with cohort and allow equal access to information for all parents	<ul style="list-style-type: none"> <li>• Displays linked to EAL</li> <li>• Add pictures to labels where appropriate for EAL pupils</li> <li>• Develop ways of making information accessible in home language where necessary</li> <li>• Monitor parents response and participation</li> <li>• Monitor pupil responses to school environment in pupil surveys</li> <li>• As the school population diversifies, to analyse groups more rigorously</li> </ul>	SMT, Class teachers, S Leaders	On-going	EAL pupils' understanding improved EAL pupils making good progress Increase in pupils' participation, confidence and achievement Parental involvement improved
To close the gap between boys' and girls' attainment in EYFS and KS1	<ul style="list-style-type: none"> <li>• Progress reviews</li> <li>• Targeted intervention</li> <li>• Using boys' interests for learning</li> </ul>	SMT	July 2017	Boys' achievement and progress is in line with girls and above Herts and National
Encourage more girls to take greater interest in technologies, eg IT, computer science, mechanics, engineering	<ul style="list-style-type: none"> <li>• Challenge gender stereotypes</li> <li>• Introduce initiatives to encourage girls to interest in technology eg inspirational female speakers to talk to pupils eg women scientists, engineers??</li> <li>• Monitor involvement of girls in technology based lessons</li> <li>• Survey girls to understand barriers to participation and identify and plan response</li> <li>• Use role female models in displays and classes</li> </ul>	SMT, Gov, SL	July 2017	Increased interest of girls in technology and greater participation of girls in technology based classes
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of	<ul style="list-style-type: none"> <li>• Ensure that all resources (eg books, posters, visitors to school) and displays in classrooms and corridors promote diversity in terms of</li> </ul>	All	On-going	More diversity reflected in school displays, classes and visits across all year groups  Increased awareness of different communities

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the community	<p>disability, race, gender and ethnicity</p> <ul style="list-style-type: none"> <li>• Ensure school displays are reflective of school community, SLT to carry out climate walks and ensure coverage</li> </ul>			
To ensure that there are sufficient opportunities within the school's curriculum to address equality issues	<ul style="list-style-type: none"> <li>• Consider coverage of equality issues in the new curriculum</li> <li>• Ensure that through PHSE and assemblies all pupils learn about racism and equality issues in general</li> </ul>	Headteacher, Deputy, Sleaders	On-going	Increase in pupil's understanding of equality and increase in their confidence and participation in school life generally
Carry out equality Impact Assessment on all policies as they come up for review	<ul style="list-style-type: none"> <li>• Commitment to Equality evident in all policies</li> </ul>	Govs	On-going	All policies consistent with Equality Scheme

### Equality Scheme

#### Equality Objectives Action Plan 2015/16

Target	Actions	Responsibility	By	Success Criteria
To encourage and develop Boy/Girl working together	<ul style="list-style-type: none"> <li>• Use of mixed pairs in class</li> <li>• Use of mixed groups in class</li> <li>• Monitor by Lesson Observations</li> <li>• Pupil surveys by SLeaders</li> </ul>	SMT Class teachers S Leaders	On-going	Mixed groups and pairs in action SMT/SL observe actions in lessons Pupils response to working with each other improved
Carry out equality Impact Assessment on all policies as they come up for review	<ul style="list-style-type: none"> <li>• Commitment to Equality evident in all policies</li> </ul>	Govs	On-going	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	<ul style="list-style-type: none"> <li>• Challenge gender stereotypes</li> <li>• Introduce initiatives to encourage girls to take up sport outside the curriculum requirements</li> <li>• Monitor attendance of girls at out-of-hours sports clubs</li> <li>• Survey girls and parents to understand barriers to participation and identify and plan alternative sports clubs in response</li> <li>• Consider continuing provision when sports premium funding ceases</li> </ul>	Govs, SMT, Sports Gov, SL	July 2016	Increased participation of girls in sports clubs and out of school sport activities and during school time (eg breaks)
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	<ul style="list-style-type: none"> <li>• Ensure that all resources (eg books, posters, visitors to school) and displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity</li> </ul>	All	On-going	<p>More diversity reflected in school displays, classes and visits across all year groups</p> <p>Increased awareness of different communities</p>
To ensure that there are sufficient opportunities within	<ul style="list-style-type: none"> <li>• Consider coverage of equality issues in the new curriculum</li> <li>• Ensure that through PHSE and</li> </ul>	Headteacher, Deputy, Sleaders	July 2016	Increase in pupil's understanding of equality and increase in their confidence and participation in

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the school's curriculum to address equality issues	assemblies all pupils learn about racism and equality issues in general			school life generally
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**Equality Objectives Action Plan 2014/15**

<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>By</b>	<b>Success Criteria</b>
To encourage and develop Boy/Girl working together	<ul style="list-style-type: none"> <li>• Inset session for staff</li> <li>• Use of mixed pairs in class</li> <li>• Use of mixed groups in class</li> <li>• Monitor by Lesson Observations</li> <li>• Pupil surveys by SLeaders</li> </ul>	SMT Class teachers S Leaders	July 2015	<p>Inset session held staff aware of actions needed</p> <p>Mixed groups and pairs in action SMT/SL observe actions in lessons Pupils response to working with each other improved</p>
Carry out equality Impact Assessment on all policies as they come up for review	<ul style="list-style-type: none"> <li>• Commitment to Equality evident in all policies</li> </ul>	Govs	On-going	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	<ul style="list-style-type: none"> <li>• Challenge gender stereotypes</li> <li>• Introduce initiatives to encourage girls to take up sport outside the curriculum requirements</li> <li>• Inset session for staff</li> <li>• Monitor attendance of girls at out-of-hours sports clubs</li> <li>• Survey girls and parents to understand barriers to participation and identify and plan alternative sports clubs in response</li> </ul>	Govs, SMT, Sports Gov, SL	July 2016	Increased participation of girls in sports clubs and out of school sport activities and during school time (eg breaks)
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	<ul style="list-style-type: none"> <li>• Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity</li> <li>• Ensure that all resources (e.g. books, posters, visitors to school)</li> </ul>	All	On-going	<p>More diversity reflected in school displays, classes and visits across all year groups</p> <p>Increased awareness of different communities</p>

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Equality Objectives Action Plan 2012/13

Target	Actions	Responsibility	By	Success Criteria
To encourage and develop Boy/Girl working together	<ul style="list-style-type: none"> <li>• Inset session for staff</li> <li>• Use of mixed pairs in class</li> <li>• Use of mixed groups in class</li> <li>• Monitor by Lesson Observations</li> <li>• Pupil surveys by SLeaders</li> </ul>	SMT Class teachers S Leaders	Aug 2012  Aug 2012	Inset session held staff aware of actions needed Mixed groups and pairs in action SMT/SL observe actions in lessons Pupils response to working with each other improved
Improved communication of the schools commitment to Equality and provision of information	<ul style="list-style-type: none"> <li>• Website with page on Equality</li> <li>• Links to relevant policies</li> <li>• Commitment to Equality clearly stated in Prospectus and Parent guide</li> </ul>	SMT	January 2013	Page on website established Policies available to parents Prospectus and parent guide up to date