



Shaftesbury Primary School

Equality Policy

2017-2021

Summary

This policy outlines our approach to equality issues

Glossary

Term	Definition
LA	Local authority



Contents

- 1: Vision and Values
- 2: School Context
- 3: Legal Background
- 4: Roles and Responsibilities
- 5: Stakeholder Consultation
- 6: Impact Assessment
- 7: Action Plan



1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

Shaftesbury Primary School is committed to equal opportunities. Our school:

- Follows a Learning without Limits philosophy that resists notions that ability is fixed
- Offers a choice of learning challenges
- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

Shaftesbury Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **nine guiding principles**:

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



We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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

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 assessment

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

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

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 range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

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

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010. We have reviewed this policy in the light of advice produced by Hertfordshire LA ‘School Equality Scheme: a toolkit for schools’ 2012.

Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. 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. Context

Shaftesbury Primary School is a two form entry school. The school is open for children from 8am until 5.15pm each day.

The school buildings are all on ground level. There is an adult toilet and shower suitable for disabled use.

The building is well maintained and all classrooms have disabled access. However, parts of the playground have some gentle slopes and these provide a potential hazard.

Characteristic	Total	Breakdown (number and %)
Number of pupils	368	
Number of staff	50	94% Female 6 % Male
Number of governors	8	37.5 % Female 62.5 % Male
Religious character		C of E
Attainment on entry		Attainment on entry is broadly below the national average.
Mobility of school population		Mobility is high.
Pupils eligible for FSM	%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	21%	Show with statements/school action/school action plus
Disabled pupils (no SEN)	1	
Pupils who speak English as an additional language	23 (c. 6%)	Home languages include Polish, Lithuanian, Turkish,



Average attendance rate	97.7%	
Awards, accreditations, specialist status	Rights Respecting School	

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.

3. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)



At Shaftesbury 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 to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and



- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, ‘vulnerable’ children) and we will also 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 DfES 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

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At Shaftesbury Primary School we will publish information annually about equality as part of this document.



4. Roles and Responsibilities

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

Commitment to implementation

Paul Lavis 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.

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	Paul Lavis
Disability equality (including bullying incidents)	Paul Lavis
SEN/LDD (including bullying incidents)	Kelly Fletcher
Children Looked After	Kelly Fletcher
Safeguarding & Vulnerable children	Kelly Fletcher
Accessibility	Premises / Govs
Gender equality (including bullying incidents)	Paul Lavis



Race equality (including racist incidents)	Paul Lavis
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Impact assessment	Paul Lavis / Govs
Stakeholder consultation	Paul Lavis / Governors
Policy review	Paul Lavis / Governors
Communication and publishing	Paul Lavis / Ruth D’All

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility 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.

Commitment to publish

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.



Commitment to action

Governors will:

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|-----------------------|---|
| Policy Development | <ul style="list-style-type: none">• Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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) |

Headteachers and senior staff will:

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|-----------------------|--|
| Policy Development | <ul style="list-style-type: none">• 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 |
| Policy Implementation | <ul style="list-style-type: none">• 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 |
| Behaviour | <ul style="list-style-type: none">• 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 |
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- Public Sector
Duties
- Ensure that the school carries out its statutory duties effectively

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
- 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
- Behaviour
- 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)
- Public Sector
Duties
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Policy
Development
- Contribute to consultations and reviews
 - 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
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Public Sector
Duties

- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme



5. Stakeholder Consultation

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 scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6. Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) 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 sent to the governors each Summer term.



7. Action Plan

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 <i>Ensure that gender is not a barrier.</i>	Gender	<ul style="list-style-type: none"> • Survey pupil opinions about: <ul style="list-style-type: none"> ○ Playtimes ○ Clubs ○ School resources 	PL / JF	June 2017, December 2017	Needs to be revisited each year.

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 <i>Provide positive role models</i>	Disability	<ul style="list-style-type: none"> • Arrange a school visit from a paralympic athlete through PE / Sports links 	PL	For September 2017	Done – worked well.

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
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3	<i>Provide small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc</i>	SEND	<ul style="list-style-type: none"> Adapt classroom space in Reception, Y1, KS2 (following installation of the EY village) Recommission of SEN room and Kingfisher 	PL/Govs	By September 2017	Yes – works well. Needs to be revisited each year.
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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment	
4	<i>Improve disabled wheelchair access within school</i>	Disability	<ul style="list-style-type: none"> See Accessibility plan for further aims 	Premises	September 2021	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment	
5	<i>Working together with parents</i>	SEND	<ul style="list-style-type: none"> Ensuring that all colleagues are aware of the home experience that parents can provide 	KF	June 2017	



<ul style="list-style-type: none"> • Parents / Carers will be invited to attend a handover meeting at the end of each year so that new staff teams are fully aware of how best to support each child. 	KF	July 2017	These now continue each year.
<ul style="list-style-type: none"> • To invite parents to attend any relevant training 	KF	Ongoing	
<ul style="list-style-type: none"> • To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – biannual survey with results reported to parents and governors 	PL	Ongoing	
<ul style="list-style-type: none"> • Ensure that information sent home is accessible to families 	PL / JF	Home visits from FS team – identify any E2L issues or adult literacy needs	