

**WORMLEY C of E PRIMARY SCHOOL (VC)**



# **School Equality Scheme 2015/16 to 2017/18**

**Policy last reviewed – Spring 2015**

**Policy next review – Spring 2018**

## Contents

1. Vision and Values.....	3
2. School Context .....	4
3. Legal Background .....	5
4. Roles and Responsibilities and Published Information .....	7
5. Engagement .....	9
6. Using information – Equality Impact Assessment, data and other information ....	9
7. Our School's Equality Objectives .....	10
8. Key priorities for action .....	<b>Error! Bookmark not defined.</b>
9. Setting Equality Objectives Action Plan.....	<b>Error! Bookmark not defined.</b> <a href="#">1</a>

# 1. Vision and Values

## ***Our equality vision and the values that underpin school life***

At Wormley C of E Primary School (VC), we understand that treating people equally does not necessarily involve treating everyone the same (Equalities Act 2010). This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and diversity within the school community that is celebrated and valued.

This Policy integrates our statutory duties surrounding sex, race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents and external community users. It also includes our priorities to eliminate discrimination and harassment in these protected characteristics.

## 2. School Context

### *The characteristics of our school*

Wormley C of E Primary School is a two form entry school with 461 children at present (448 RoL 2014), with a capacity for 480. It is the largest primary school in the Diocese of St. Albans.

Wormley C of E Primary School (VC) is a two form entry school, which is larger than most other voluntary controlled schools in Hertfordshire. Most pupils come from White British families. The proportion of pupils from minority ethnic backgrounds is increasing but below the national average. The proportion of children with English as an additional language is well-below the national average. A small proportion of pupils come from a Traveller heritage. The proportion of pupils with special educational needs and/or disabilities, including those pupils with a statement of special educational needs is average. A quarter of the pupil population are either currently or have been eligible for free school meals.

Characteristic	Total	Breakdown (number and %)
Number of pupils	467	Number and 46% Female Number and 54% Male
Number of staff	82	94% Female 6% Male
Number of governors	15	67% Female 33% Male
Religious character		Christian 51%; No religion or unknown 37%, Roman Catholic 7%, Muslim 2%, Other 2%
Attainment on entry		Children join the school with varying ability levels but overall their skills and knowledge are below those expected for their age.
Stability of school population		School 80% National 86%
Pupils eligible for FSM	69	School 15% National 26.6%
Disadvantaged pupils (PPF)	117	School 25%
Deprivation factor		School 0.25 National 0.24 (RaiseOnline Nov 2014)
Disabled staff	0	
Pupils with SEN		89 children (19%) School Support 1 children (>1%) School action plus (SIMS Jan 2015)
Disabled pupils (SEN/LDD)	13	3%
BME pupils	118	24% BME (SIMS Jan 2015)
BME staff	2	3% (SIMS Jan 2015)
Pupils who speak English as an additional language	33	7% EAL (SIMS Jan 2015)
Average attendance rate		96% (CPOMS Jan 2015)
Significant partnerships, extended provision, etc.		HABS, High Trees Children Centres, St Laurence Church, Broxbourne Church, Centre of Excellence for Social Learning,
Awards, accreditations, specialist status		Healthy Schools status; International Schools Award and the Eco Mark., Forest School

### 3. Legal Background

#### ***The duties that underpin our scheme***

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

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED)***

##### ***The specific duties require schools to:***

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

#### ***Protected Characteristics***

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

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

## Disability

At **Wormley C of E Primary School (VC)** we implement accessibility plans which are aimed at:

1. Increasing access to the **curriculum**;
2. Making improvements to the **physical environment** of the school to increase access; and
3. Making written **information accessible** to pupils in a range of different ways

The school has a duty to make reasonable adjustments to ensure that disabled members of the school community and visitors do not receive less favourable treatment.

At Wormley Primary School, provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

## Community Cohesion

*Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.*

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have a separate plan to address issues within multicultural Britain including diversity in the local community that outlines our community cohesion action plan and intended outcomes. We have incorporated our priorities into our Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## 4. Roles and Responsibilities and Published Information

### ***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. Annually, managers and key staff will report to the Headteacher on actions and progress. Annually 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.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Deputy Headteacher (DHT) /Inclusion coordinators (INCOs)
Disability equality (including bullying incidents)	DHT / INCOs
SEN/LDD (including bullying incidents)	DHT / INCOs
Accessibility	Headteacher (HT) DHT / INCOs DHT / INCOs
Gender equality (including bullying incidents)	HT/DHT
Race equality (including racist incidents)	HT/DHT
Equality and diversity in curriculum content	DHT / INCOs Leader
Equality and diversity in pupil achievement	DHT / INCOs
Equality and diversity – behaviour and exclusions	HT/DHT
Participation in all aspects of school life	HT/DHT/INCOs
Impact assessment	HT/DHT
Stakeholder consultation	Governing body
Policy review	Governor body
Communication and publishing	Governor body

### **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.

### **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. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action. These will be found on the school's website: [www.wormley.herts.sch.uk](http://www.wormley.herts.sch.uk).

## **Commitment to Action**

### **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) |

### **Headteachers and senior staff will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | • 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 | • 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             | • 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         |
| 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  |
| 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   |



	<b>All staff: teaching and non-teaching will:</b>
Policy	• Contribute to consultations and reviews
Development	• Raise issues with line managers which could contribute to policy review and development
Policy	• Maintain awareness of the school's current equality policy and
Implementation	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	• Contribute to the implementation of the school's equality scheme
Duties	

## 5. Engagement

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

***It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, Governors and parents/carers.***

We have achieved this by using the following to shape the plan:

- Open coffee morning attended by parents, Governors & staff
- Feedback at Governing body meetings.
- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, Pupil Parliament, News and Views sessions, pupil reports
- Review of school development plan and other self evaluation
- Issues raised in annual reviews or reviews of progress on Personal Learning Plan reviews, Class Provision Maps, mentoring and support;

The 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.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, governors, 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.

## 6. Using information – Equality Impact Assessment, data and other information

### *Evaluating the impact in terms of outcomes*

#### **Impact assessment statement**

In writing and reviewing all school policies the equality impact will be assessed with regard to all forms of unlawful discrimination. Therefore, for each policy to be reviewed, we will add a standard impact review page which will both aid and record this assessment.

## 7. Our School's Equality Objectives

### Key priorities for action

*Achievements to date:*

Wormley is judged to be a good school. Ofsted (2011) reported the following statements:

*'Pupils achieve well academically, particularly pupils with special educational needs and/or disabilities, who make good progress.'*

*'The school is very successful at engaging with parents and carers, and works hard to value the different communities attending school.'*

*'The school has developed good partnerships to promote learning and treats all pupils and groups of pupils equally.'*

The latest (2011) Statutory Inspection of Anglican Schools reported...

*'Wormley School is described by parents as a school 'at the heart of the community'*

*'All parents interviewed spoke highly of the inclusiveness of the school and how staff were friendly and welcoming.'*

### List of equality objectives:

Equality Objectives	Protected Characteristic
<b>Objective 1:</b> To make visible the social aspects of children's learning in school in order to maximize individual learning potential, accelerate progress and raise attainment and further the learning community	Race Disability Gender Sexual orientation Religion/Belief
<b>Objective 2:</b> To evaluate the achievement of vulnerable/disabled groups, particularly disadvantaged pupils, ensuring that there are no significant differences in achievement	Race Disability Gender
<b>Objective 3:</b> To ensure the provision for vulnerable/disabled groups matches their needs.	All

Signed and agreed by:

Governor Representative: \_\_\_\_\_ date \_\_\_\_\_

SLT Representative: \_\_\_\_\_ date \_\_\_\_\_

Policy last reviewed – Spring 2015

Policy next review - Spring 2017

## Action Plan

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
<b>Objective 1:</b> To make visible the social aspects of children's learning in school in order to maximize individual learning potential, accelerate progress and raise attainment and further the learning community	disability ethnicity and race gender (sex) gender identity and reassignment religion and belief sexual orientation	<ul style="list-style-type: none"> <li>eliminate discrimination</li> <li>advance equality of opportunity</li> <li>foster good relations</li> </ul>	Head Curriculum Leader Professional Development Leader Deputy/INCO Teachers	<p>Staff and governors will have a shared definition of a social learner</p> <p>Development of Wormley 'Learning Attributes' which reflect the school mission statement</p> <p>Children are provided with a wide range of curriculum opportunities to experience social learning and develop the 'Learning Attributes'.</p> <p>Learning will increase as children's participation and engagement in their families and communities increases</p> <p>The school community will have a shared language and understanding of values and attributes promoted by the school</p> <p>Improved social relationships, tolerance, greater self-respect and respect for others</p> <p>Children are motivated and inspired to learn and take greater responsibility for their own learning</p> <p>Successful introduction of a Rights and Responsibilities policy to improve behaviour</p>	<p><b>Reviewed</b> by Leadership Team termly</p> <p><b>Evaluated</b> and published annually</p>

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
<b>Objective 2:</b> To evaluate the achievement of vulnerable/disabled groups, particularly disadvantaged pupils, ensuring that there are no significant differences in achievement	Race/Ethnicity  Disability  Gender	<ul style="list-style-type: none"> <li>eliminate discrimination</li> <li>advance equality of opportunity</li> </ul>	Head Deputy/INCO Teachers	<p>All vulnerable children are regularly identified and their progress measured.</p> <p>Where there are gaps in achievement, the gap is closing</p> <p>Disadvantaged pupils achieve at least in line with national average</p> <p>Pupils with exceptional needs make good progress</p> <p>Feedback (oral/written) identifies misunderstandings/misconceptions/achievements and give children an opportunity to improve and develop their learning</p> <p>Teachers will know the next steps for their children</p> <p>Pupils give peer feedback/support</p> <p>Pupils have time to reflect on their learning and progress they have made and know their next steps</p>	<p><b>Reviewed</b> by Leadership Team termly</p> <p><b>Evaluated</b> and published annually</p>

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
<b>Objective 3:</b> To ensure the provision for vulnerable/disabled groups matches their needs.	All	<ul style="list-style-type: none"> <li>▪ eliminate discrimination</li> <li>▪ advance equality of opportunity</li> <li>▪ foster good relations</li> </ul>	Head Deputy/INCO Teachers	<p>All vulnerable/disabled pupils in identified intervention groups to show accelerated progress after intervention</p> <p>Transition for vulnerable/disabled pupils is detailed and as a result, pupils settle into new classes quickly.</p> <p>Pupils with complex needs have additional or separate planning.</p> <p>Reasonable adjustments to the environment are made for all pupils with disabilities or complex needs. Learning is matched to the age/needs of all children</p>	<p><b>Reviewed</b> by Leadership Team termly</p> <p><b>Evaluated</b> and published annually</p>

## Equality Impact assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
<ul style="list-style-type: none"><li>• <i>age (for staff only)</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>disability</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>ethnicity and race</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>gender (sex)</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>gender identity and reassignment</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>pregnancy, maternity and breast feeding</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>religion and belief</i></li></ul>	Yes	High
<ul style="list-style-type: none"><li>• <i>sexual orientation</i></li></ul>	Yes	High