



Equality Scheme

November 2018

Review date: June 2021

This policy will be read, amended and approved by the staff, Head teacher and Governors by December 2018.

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Headteacher

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Date

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Chair of Governors

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Date

1. VISION AND VALUES

Featherstone Wood Primary School is a learning community school where everyone is given the opportunity to fulfil his or her potential.

We view learning as a shared experience which everyone is able to enjoy, irrespective of their ability, gender or background.

We learn best in a secure, friendly environment where we can take risks without fear of judgement or failure.

We enjoy working collaboratively so that we can learn from each other and share our own ideas and experiences.

We take pride in our achievements, and enjoy celebrating our individual and collective successes.

We understand the importance of challenging ourselves, and being challenged by others, in order to make the most of our abilities.

We want to be inspired by our learning, and understand that we have an active role to play in ensuring that our school experience is exciting and engaging.

We know that the skills, knowledge and understanding that we gain here will help us to choose which direction we take in our lives.

We appreciate the need to understand ourselves – how we learn, what makes us who we are and how we can develop as a person.

We have a responsibility to make a positive contribution to our community by taking advantage of the opportunities that are presented to us.

We are aware that we are responsible for our own learning, and that our attitudes and values can also have an impact on the learning experiences of others.

Our vision

At Featherstone Wood, we provide the tools to equip our children to be respectable, caring and honest. We encourage innovation and achieve excellence through a motivating curriculum, where high personal expectations and ambitions are the key to lifelong learning.

We work closely in partnership with children, families and our communities to nurture, demonstrate and teach positive values to develop confident life-long learners with tolerance and understanding.

Our classrooms are workshops for learning.

Our aims

- To value young people as individuals and to encourage and celebrate personal endeavours and achievements;
- To provide a range of studies, social activities and a spiritual awareness which recognises individual needs and which will enrich the corporate life of the school and the community at large;
- To maintain a well-ordered atmosphere in which young people and adults feel included, can work responsibly and purposefully together and treat each other with care and respect regardless of gender, race and cultural background or disability;
- To foster a positive partnership between pupils, parents, teachers and all those connected with the school, based on mutual trust and understanding.
- To treat all learners are of equal value:
 - Whether or not they are disabled
 - Whatever their ethnicity and culture
 - Whatever their gender and gender identify
 - Whatever their religious or no religious affiliation or faith background
 - Whatever their sexual identity

2. SCHOOL CONTEXT

2.1 *The characteristics of our school*

We are a one form entry primary school, with 200 children currently on roll.

- No significant difference between the number of boys to girls (48%:52%).
- Percentage of learners from minority ethnic groups (26.2%) is in line with national average.
- Percentage of learners whose first language is not English is 21.8% up from 8% in 2015 and growing year on year.
- 18.8% of learners are identified as receiving SEN support
- At present, 60 children are in receipt of pupil premium in the school.
- Pupil mobility is high but within the normal limits for Stevenage. For 2017/18, 26 children left the school during the year, and 23 started.

3. THE CURRENT SITUATION

3.1 *Standard procedures and processes of our school – Disability*

Definition of Disability

A person has a disability if he has a physical or mental impairment which has a substantial or long-term adverse effect on his ability to carry out normal day-to-day activities”

This covers the following categories:

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- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger
- The definition was amended under the 2005 Disability Amendment Act to:
- Include all those with cancer or surviving cancer
- Include those with HIV or Multiple Sclerosis from the point of diagnosis
- Remove the requirement for mental impairment to be clinically well recognised

There will be an overlap between those pupils with SEN and those with disabilities.

School performance

Evidence is gathered and analysed as part of the school cycle of self-evaluation on the following:

- Achievement and progress at the end of each year by pupils with disability

3.2 Standard procedures and processes of our school – Gender

Featherstone Wood Primary School is committed to

- eliminating sex discrimination and harassment;
- promoting equality of opportunity between men and women, boys and girls;
- valuing all sections of the school community;
- striving to ensure that every individual has the opportunity to achieve to the best of their ability.

Resources are chosen that have positive role models in terms of both sexes with no stereotypes. All staff throughout the school and governors provide strong role models for both sexes. Pupils can attend all clubs, regardless of gender. When recruiting staff the school does not discriminate on grounds of gender or sexual orientation.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Equality of Gender is embedded within the ethos of the school. We ensure it is taking place by

- Analysing assessments and developing gender data;

- Supporting groups and tracking individuals;
- Analysing curriculum planning, ensuring inclusion and equal subject access;
- Providing positive role models;
- Researching and developing a range of learning and teaching styles;
- Regular review of policies;
- Arranging meetings so that working parents are able to attend.

3.3 Standard procedures and processes of our school – Race

Pupils need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The school aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

All staff promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

The school works hard to provide a curriculum with culturally diverse aspects to reflect the diversity of the school population. The school emphasises the need for respect for the varying values and attitudes of different ethnic groups. Assemblies sometimes concentrate on different religions and cultural themes including festivals and stories from other countries.

Curriculum Maps give an overview of all Topics across the school. themes, whole school events, happenings and main religious celebrations are also noted on this map. In deciding the topics, consideration has been given to:

- Breadth and balance across all areas of learning
- Celebrating cultural diversity
- Globalisation & Local issues
- Sustainability
- Community cohesion

3.3.1 Identification of racist incidents

3.3.2 Referral of racist incidents

3.3.3 Action in responding to racist incidents

Please refer to the school's policy '**preventing and dealing with racist incidents**' for further information and clarification.

3.4 Standard procedures and processes of our school – community cohesion

We believe that the concept of Community Cohesion is best summarised under three headings:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, and to promote awareness of human rights and to apply and defend them.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

We believe our school has a key part to play in promoting community cohesion through our approach to:

- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Equity and excellence: removing barriers to access and participation, offering equal
- Opportunities to all pupils to succeed at the highest level possible
- Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds

How our school promotes community cohesion:

Our approach includes a range of activities. Within the school these include:

- Charity days/events (i.e. Red Nose Day, harvest festival)
- Visitors from various agencies and community groups to work with the children
- Encouraging 'pupil voice' through School Council
- Promoting engagement with parent through; Parents' evenings, curriculum evenings, community events, the signposting of parent and child courses, family learning, website etc.
- links are fostered and encouraged, enabling multi agency working between the school and other local agencies, such as the police, social care and health professionals

- Providing access to (or signposting) extended services and community use of facilities for activities that take place out of school hours, including adult and family learning
- LA and school admission arrangements promote community cohesion and social equality
- Promotion of extended services within our school.

3.5 Standard procedures and processes of our school – age, sexual orientation, religion and belief

Religious Beliefs:

In accordance with the law, we hold a daily Collective Act of Worship which is of a broadly Christian ethos. All Key Stage 1 and 2 pupils attend the school's Act of Worship each day, which is led by various members of staff. We also encourage visitors to join us and lead us in our assemblies, including the local vicar. The aim of our assemblies is to encourage children to develop positive attitudes to themselves and others. We expect all children to attend assembly. However, parents can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

At Featherstone Wood children and staff are permitted to wear jewellery on religious grounds such as a small object of religious significance. We also permit children to wear head scarves.

Sexual Orientation

Featherstone Wood Primary School makes sure that we do not discriminate in delivering any part of the school curriculum or extra-curricular activities. For example, we do not prevent a pupil from taking part in a residential school trip, make a male pupil get changed for PE separately or prevent a girl from being a member of the school council because s/he is, or is perceived to be gay. We aim to provide appropriate care and support for young people with their emerging identity.

4. LEGAL BACKGROUND

Our school is committed to meeting its public sector statutory duties as detailed within the Equality Act 2010. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

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 this Act enable the school to meet their obligations under the Public Sector Equality Duty (PSED).

4.1 General duties

4.1.1 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 peoples participation in public life
- take steps to take into account peoples disabilities

4.1.2 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

4.1.3 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

4.1.4 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

4.2 Specific duties: disability, gender and race

In addition to each general duty, there are specific duties that ask that schools outline how they intend to implement the general duty. All the specific duties have informed the structure of this Single Equality Scheme.

We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

In addition to addressing the general duties as outlined above, Fairlands Primary School is committed to taking action on other equality strands (e.g. religion and belief, sexual orientation and community cohesion).

4.3 Specific duties: Require schools to report

The duties require the school to report the following information:

- *Publish annual information which is 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 measureable equality objective that further aims of the equality duty.

4. ROLES AND RESPONSIBILITIES

5.1 Chain of Accountability

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

5.1.1 Commitment to implementation

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

Termly, 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.

Key person

Responsibility for

Single equality scheme	Miss Shuttleworth, Headteacher Mrs Jackie Nicholls, Chair of Governors Mr Wilson, SENCO
Disability equality (including bullying incidents)	Headteacher
SEN/LDD (including bullying incidents)	SENCo
Accessibility	SENCo
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	SENCo
Equality and diversity in pupil achievement	SENCo
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	SENCo
Impact assessment	Headteacher
Stakeholder consultation	Headteacher, SLT & Governing Body
Policy review	Headteacher, SLT & Governing Body
Communication and publishing	Headteacher, SLT & Governing Body

5.1.2 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.

5.1.3 Commitment to publish

We are committed at Featherstone Wood Primary School to share information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of the following:-

- Evidence of staff training on the Equality Act 2010
- Updating policies e.g. Behaviour policy, Anti-bullying policy and Pay Policy, where the importance of voiding discrimination and other prohibited conduct is expressly noted.

- Attainment data which shows how pupils with different characteristics are performing.
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local communities

We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

The main principal that needs to be adopted by this plan is transparency. This will fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups.

5.1.4 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. |

Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively.
Line managers will:	
Policy Development	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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)
All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> ● Contribute to consultations and reviews. ● Raise issues with line managers which could contribute to policy review and development.
Policy Implementation	<ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures. ● Implement the policy as it applies to staff and pupils.
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme. ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to the implementation of the school's equality scheme.

6: 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).

6.1 Ensuring Equality of Opportunity and Participation

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;

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- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- **Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;**
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

6.2 Promoting Positive Attitudes and Meeting Needs

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;

- **Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;**
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

6.3 Eliminating Discrimination and Harassment

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

7: IMPACT ASSESSMENT

Evaluating the impact in terms of the outcomes

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

The governing body will report annually in the School Development Plan/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

On a regular basis the school will gather and review the relevant data and statistics, in order to assess the impact of our policies with regard to disability, gender and race. The activities are listed below:

Impact Assessment Activities:

- Statistical analysis – comparing the situation after implementation of an action to the earlier situation; comparing school data/results to the national/County averages; comparing our data to similar schools (context, size, locality, etc.)
- Conducting a regular stakeholder survey to ask about noticed changes
- Undertaking a regular 'risk analysis' to check for change
- Policy and process reviews to identify any necessary changes
- Termly reviews of action plans (to form part of School Development Plan)

All school policies will be impact assessed at the time of review and issues arising will be carried forward into the equality action plan.

Equality Impact Assessments

The school will generate equality impact assessments. These assessments will be used to analyse whether the planning has any impact on one or more groups. These will help to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

8: OUR SCHOOL'S EQUALITY PRIORITIES

8.1 Achievements to date:

Disability

- The SENCo has attended NASENCO course covering the requirements as part of Equality and Diversity Scheme.
- Appropriate resources for children with learning disabilities are provided (e.g. writing slopes, coloured overlays, weighted cushions.)
- Nurture space established and equipped to meet the emotional needs of children.

Gender

- Proactive discouragement of discrimination in any study support or out of school hours learning.

Race

- The School is using an integrated Bullying and Racist Incident form based on the Local Authority model.

Community Cohesion

- Community Cohesion Policy and Action Plan have been written.

Sexual Orientation

- All relevant policies make explicit reference to sexual orientation / homophobia.
- Homophobic incidents are recorded and logged.

Religious Beliefs

- Collective Worship Policy is communicated to all stakeholders.

8.2 Areas the school has identified as priority areas:

- 1. Ensure that the progress of children with EAL is carefully tracked and measures put in place to ensure that they make good progress in reading (inference) skills to enable them to meet their full potential.**
- 2. Ensure that that the progress of pupils with disabilities is carefully monitored and that staff receive appropriate training and guidance in meeting their progress targets.**

- 3. To provide the network of school based and outside support to promote good mental health and emotional resilience in children.**

The planned actions and review of these actions are outlined in the School Development Plan.

Linked policies: Accessibility plan, anti-bullying policy, preventing and dealing with racist incidents.