

Ashwell Primary School

School Equality Scheme

2012/13



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Appendix 1

Attainment data for different groups of pupils

Appendix 2

List of other documents relating to equality issues available on the school website or from the school office.

1: Vision and Values

Our equality vision and the values that underpin school life

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 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.

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

Characteristic	Total	Breakdown (number and %)
Number of pupils	257	Female 133 (52%) Male 124 (48%)
Number of staff	52	90% Female 10% Male
Number of governors	15	60% Female 40% Male
Religious character		secular
Attainment on entry		average
Mobility of school population	15.4%	Raiseonline figures for 2011
Pupils eligible for free school meals (FME)	9	
Deprivation factor	0.04	Raiseonline figures for 2011
Disabled staff	0	
Disabled pupils (Special Educational Needs SEN/Learning Difficulties & Disabilities LDD)	1	Stage: school action plus
Disabled pupils (no SEN)	2	
Black and minority ethnic (BME) pupils	5	
BME staff	2	
Pupils who speak English as an additional language	4	
Average attendance rate	97.7%	
Significant partnerships, extended provision, etc.		The school operates an out of school childcare club called Heads and Tails (HATs)
Awards, accreditations, specialist status		Sport England Sing Up (Silver Award)

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 unfair 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 unfair 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 (for staff only)
- religion and belief
- sexual orientation (for staff only)

Disability

At Ashwell 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 about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. Our curriculum includes opportunities to learn about and make links with the local community, with other communities in Britain, for example through visits to schools in Hackney and Luton, and through day and residential trips to contrasting localities, and with communities abroad, for example through our links with Chejika school in Malawi.

4: Roles and Responsibilities and Publishing of 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.

Every year 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.

Responsibility for	Key person
Single equality scheme	Kate Oxley, Headteacher
Disability equality (including bullying) incidents)	Vanessa Browning INCo
SEN/LDD (including bullying incidents)	Vanessa Browning INCo
Accessibility	Kate Oxley, Headteacher
Gender equality (including bullying incidents)	Kate Oxley, Headteacher
Race equality (including racist incidents)	Kate Oxley, Headteacher
Equality and diversity in curriculum content	Sheila Danhof, PSHCE subject leader
Equality and diversity in pupil achievement	Kate Oxley, Headteacher
Equality and diversity – behaviour and exclusions	Kate Oxley, Headteacher
Participation in all aspects of school life	Kate Oxley, Headteacher
Impact assessment	Kate Oxley, Headteacher
Engagement /Stakeholder consultation	Kate Oxley, Headteacher
Policy review	Kate Oxley, Headteacher
Communication and publishing	Tracy Bowen, School Business Manager

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

Publishing Information

At Ashwell School we will publish information relating to equality annually on the school website: www.ashwell.herts.sch.uk/parents'information. Paper copies will be available from 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 staff and pupils
- Congratulate examples of good practice from the school and among individual 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)

The Headteacher 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 staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from 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

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide an appropriate curriculum for all pupils and each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils: the content of the curriculum reflects and values diversity and encourages pupils to explore bias and to challenge prejudice and stereotypes.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Members of staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities. The teacher, in collaboration with the INCO, will take positive steps to ensure no group or individuals are marginalised.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are reviewed every term to ensure equal opportunity for all groups. Teaching styles include collaborative learning so that pupils appreciate the value of working together and all pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.

Work experience providers and volunteers are expected to be able to demonstrate their commitment to equal opportunities and race equality.

Admissions and exclusions

The school's admission process is fair and equitable to all pupils and is centrally administered by Herts CC. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in the pupil data forms issued annually to all parents.

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from unfair discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes unfair discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and act on incidents of harassment and unfair discrimination, recognising that our staff may be either victims or perpetrators.

We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents. We will tackle unfair discrimination and bullying and report and record all forms of prejudice related incidents, for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement

Involving our learners, parents/carers and others

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.

6: Using information

Evaluating the impact in terms of the outcomes

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. We analyse assessment data using our own software and Raiseonline to monitor the achievement of different groups of pupils.

We also value more qualitative information which may be given to us through a variety of mechanisms, such as surveying the opinions of pupils and parents through annual questionnaires. The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

Key priorities for action

How key priorities were identified.

Analysis of attainment data for the academic year 2010-11 showed that in many year groups boys' attainment in English, especially writing, was below that of girls'. Similarly girls' attainment in mathematics was below that of boys in most year groups.

Although we do not have any wheelchair users currently amongst pupils, staff or wheelchairs, we occasionally have wheelchair users who visit the school, either during school hours or when community groups are using the building. Members of the Governors Building Committee conducted an audit of the site to identify problems wheelchair users might have in accessing different parts of the building.

Equality Objectives for 2012-13	Protected Characteristic
1. Improve girls' attainment in mathematics.	gender
2. Improve boys' attainment in English, especially writing	gender
3. Ensure that almost all areas of the school are accessible to visitors in wheelchairs*	disability

* The 1990s and 1950s classroom doors may be too narrow for adult wheelchairs.

8: Equality Objectives Action Plan

Making progress on equality issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing
1. Improve girls' attainment in mathematics	gender		X		To increase girls' confidence and competence in mathematics.	Maths subject leader All class teachers	The average point score of girls in mathematics at end of KS1 and KS2 is no more than one point behind that of the boys. <i>In 2011, the gender gap at KS1 was 1.5 points (national 0 points); at KS2 the gender gap was 2.8 points (national 0.1 points).</i>	By July 2013
2. Improve boys' attainment in English, especially writing.	gender		X		To increase boys' attainment in English, especially writing	English subject leader All class teachers	The average point score of boys in English at end of KS1 is no more than 0.5 points behind that of the girls, and at KS2 is no more than one point behind that of the girls. <i>In 2011, the gender gap at KS1 for reading was 0.1 points (national 1.2); for writing at KS1 0.7 points (national 1.5); at KS2 the gender gap for English overall was 1.8 points (national 1.5 points).</i>	By July 2013

3. Ensure that almost all areas of the school are accessible to visitors in wheelchairs*	disability		X	To make sure that all areas of the school (except the 1950s and 1990 classrooms) are accessible to visitors in wheelchairs	Head teacher	A portable ramp is available for wheelchair bound visitors to the school to use to get over high door thresholds.	By July 2012
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Appendix 1

Attainment data for different groups of pupils summer 2011

The only Protected Characteristic which it is useful to provide attainment data for in Ashwell school is gender, as there are only 5 black & minority ethnic pupils, 3 pupils with English as an additional language and 3 disabled pupils. Publishing data for such small groups would allow the identification of individuals.

Foundation Stage profile scores summer 2011

National age related expectation is 6 points.

Areas of learning & development		Average point score		
		Boys	Girls	All
Personal, social and emotional development	Ashwell	7.5	7.9	7.7
	Herts	7.0	7.5	7.2
Communication, language & literacy	Ashwell	7.3	7.4	7.4
	Herts	6.4	7.0	6.7
Problem solving, reasoning and numeracy	Ashwell	7.3	7.5	7.4
	Herts	6.9	7.1	7.0
Knowledge and understanding of the world	Ashwell	7.8	7.8	7.8
	Herts	6.9	7.0	6.9
Physical development	Ashwell	7.6	7.9	7.8
	Herts	7.2	7.6	7.4
Creative development	Ashwell	7.8	8.1	7.9
	Herts	6.4	7.2	6.8

Attainment at end of Key Stage One summer 2011

Average point scores (APS). National expectation is 15 points (National Curriculum Level 2B)

Subject		Average point score		
		Boys	Girls	All
Reading	Ashwell	17.7	17.8	17.8
	National	15.2	16.4	15.8
Writing	Ashwell	16.5	17.2	16.8
	National	13.7	15.2	14.4
Mathematics	Ashwell	18.5	17.0	17.7
	National	15.7	15.7	15.7
All core subjects	Ashwell	17.6	17.3	17.4
	National	14.9	15.8	15.3

Attainment at end of Key Stage Two summer 2011

Average point scores (APS). National expectation is 27 points (National Curriculum Level 4B)

Subject		Average point score		
		Boys	Girls	All
English	Ashwell	27.8	29.6	28.6
	National	26.6	28.1	27.3
Mathematics	Ashwell	28.9	26.1	27.6
	National	27.7	27.6	27.6
All core subjects	Ashwell	28.3	27.9	28.1
	National	27.2	27.8	27.5

Appendix 2

List of other documents on Ashwell School's website (and available from school office) related to equality issues:-

Accessibility Plan – *details on plans to improve accessibility for disabled pupils*

Behaviour Policy

Pay Policy