

TANNERS WOOD JMI SCHOOL



School Equality Scheme

Adopted by Governing Body:	Date: September 2017	Review Date: September 2020
Signed by:	Chair of Governors: <i>Mrs A Huggett</i> <i>Mr P Fuller</i>	Headteacher: <i>Mrs P Qureshi</i>

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1: Vision and Values

Our equality vision and the values that underpin school life

At Tanners Wood we are committed to ensuring that every member of the community feels valued, enabled and enriched. We are committed to the equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected to the school feel proud of their identity and able to participate fully in the life of the school.

We aim to:

- achieve excellence in all we do
- deliver the highest standards of teaching and learning
- develop happy, confident and resilient children, instilled with a lifelong love of learning
- create an environment where everyone in the school can reach their full potential
- encourage mutual respect, acceptance and tolerance throughout our community
- encourage a true partnership between the school, pupils, parents, the Parish, governors and the Local Authority for the benefit of our children

Our Golden Rules are:

- Everyone has the right to be respected
- Everyone has the right to be safe
- Everyone has the right to learn

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are 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
- people of every sexual identity

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

A brief description of our school and its community setting:

- Tanners Wood is a mixed two form entry primary school with a Nursery in Abbots Langley. Our admissions limit is 30 pupils for Nursery for morning only provision.
- Tanners Wood social economic indicators are lower than the national figure in terms of social deprivation (0.14). However, Tanners Wood school community and its community profile is mixed drawing from wider than the local area.
- Tanners Wood is very much part of Abbots Langley local community. Parents are supportive and work in partnership to develop pupils learning. An active parent association (Friends of Tanners Wood) raises funds to support school development.

Characteristic	Total	Breakdown (number and %)
Number of pupils	435	199 (45.7%) Female and 236 (54.3%) Male
Number of staff	61	59 (83.6%) Female and 2 (3.3%) Male
Number of governors	7	3 (43%) Female 4 (57%) Male
Religious character	None	N/A
Attainment on entry		Below average
Mobility of school population	86.8%	This is higher than the national average
Pupils eligible for Pupil Premium including CLA	16%	69/435
Children Looked After (CLA)	1	
Deprivation factor		Below national average
Disabled staff	1	
Disabled pupils (SEN)		9 Disabled pupils with SEND 3 EHC/Statement 63 SEN register
Disabled pupils (no SEN)	0	0
BME pupils	20%	87/435
BME Staff	6%	5/81
Pupils who speak English as an additional language	7%	31/435
Average attendance rate	95.1%	
Significant partnerships, extended provision, etc.		Hertfordshire University Partner Abbots Langley Children's Centre Wroxham Learning Alliance member South West Schools Partnership DSPL 9, including links with Chessbrook (Education Support Centre)
Awards, accreditations, specialist status		Healthy Schools Sports Mark -Silver

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.

Our 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 the schools provisions are:

- age
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Tanners Wood 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.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

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 and balanced curriculum.

4: Roles and Responsibilities

Chain of accountability

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

Commitment to implementation

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Governing Body will:

- Ensure that there is an Equality Policy in place and review its content and efficacy regularly
- Provide leadership and support and ensure the accountability of the Senior Leadership team in communicating and implementing the Equality Policy
- Assess the impact of the policy on the standards attained by different groups within the school. Make reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender
- Plan to increase over time the accessibility of the school to disabled staff, pupils, parents and members of the community
- Receive feedback as part of the Head Teacher's report and question school practice
- Celebrate good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers and staff

- Give due regard to its own members and recruitment of new governors
- Ensure that the school carries out its statutory duties and provides the required reports to the LEA
- Ensure the application of the admissions policy

Senior Leadership will:

- ensure the place of equality within the School Development Plan
- ensure that that the “Equality Policy” and procedures are regularly reviewed and kept up-to-date, consulting with staff and stakeholders and ensuring effective communication
- ensure that the governors are provided with an annual report, including provision of ‘returns’ to the LA
- oversee the effective implementation of the policy, holding staff accountable
- ensure that staff and managers are trained as necessary to carry out the policy
- provide appropriate role models for all staff, pupils and stakeholders, leading by example and praising or challenging behaviour as necessary
- record and deal with incidents of racism, bullying and other cases of inappropriate or discriminatory behaviour
- coordinate the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in the core and foundation subjects and highlight good practice
- provide opportunity for resources to be ordered to support this policy
- apply equal opportunities legislation and guidance in the school’s appointment process and general procedures
- monitor performance by groups of children in their subject either through analysis or discussion with other staff
- continue to monitor and formulate action plans covering race equality, gender equality and disability equality, in conjunction with the governing body

Class teachers will:

- ensure the implementation of this policy and the action plans within the classroom and in their own dealings with staff, pupils and the school community
- contribute to consultations and discussions about equal opportunity issues
- monitor their own procedures and routines to ensure that pupils are treated equitably
- refer incidents and concerns, where appropriate, to the Head Teacher

All school staff will:

- set an example to pupils in terms of their treatment of one another and display of respect, fairness and understanding towards the beliefs and cultures of others, following both the letter and the spirit of this policy
- ensure that policies and procedures are implemented according to the equality policy
- be vigilant for incidents of racism, sexism and prejudice and act upon them
- encourage pupils to try new activities challenging stereotypical roles and prejudice

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.

Commitment to publish

At Tanners Wood we are committed to sharing information about our equality scheme as broadly and transparently as appropriate. To this end, we will publish information annually in the form of a short evidenced account of our equality priorities and work, with an indication of key trends and issues. This will be available on the school website.

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 Head Teacher and senior staff for the communication and implementation of school policies

Behaviour

- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

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)

Head Teacher and senior staff will:

Policy Development

- Initiate and oversee the development and regular review of equality policies and Development 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

Behaviour

- 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
- 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 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
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

- Contribute to the implementation of the school's equality scheme

Our Pupils will:**Policy Development**

- Contribute to consultations and reviews

Behaviour

- Behave with respect and fairness to all staff, families and pupils, carrying out the letter and spirit of the school's equality scheme

Our Parents / Carers will:**Policy Development**

- Contribute to consultations, reviews and respond to opportunities for feedback through questionnaires, Parent forum and parent consultation meetings

Behaviour

- Behave with respect and fairness to all families, staff and pupils, carrying out the letter and spirit 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 all pupils with the opportunity to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

Admissions and exclusions

All children will have equal opportunity to be admitted to Tanners Wood in line with our Admissions Guidance. Children will be treated equally in line with our behaviour policy.

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, other support staff, mid-day supervisors, student teachers and volunteers) from 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 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 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.

- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

5. Engagement- Participation and Involvement

Involving our learners, parents/carers and other stakeholders

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 welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities including staff, pupils, parents and others with particular interests in the development of this scheme. We have consulted parents and pupils through questionnaires and parent forum.

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 - Equality Impact assessments, data and other information.

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying 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.
- We make regular assessments of children' learning and use this information to track children' progress, as they move through the School. As part of this process, we regularly monitor the performance of different vulnerable groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Children's performance information is compared to national data and LA data, to ensure that children are making appropriate progress.

Equality statement

Tanners Wood Primary School is an inclusive school where we believe that all people are of equal value, irrespective of their ability, ethnicity, culture, religion, gender or sexual identity. We recognise and respect their differences.

For the benefit of our pupils, their families, staff and society as a whole, we foster positive attitudes and relationships and a shared sense of cohesion and belonging.

We formulate and publish equality objectives annually and monitor their implementation as part of our school development plan.

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Our School's Equality Objectives

The equality objectives are:-

1. To promote and raise awareness of the school's Equality Scheme with all stakeholders.
2. Monitor and track the progress of children with SEN and develop staff knowledge and skills to support them.
3. a) Celebrate cultural and religious events and celebrations to increase awareness of the diverse community.
b) To promote all British Values, in particular tolerance and acceptance of individuals and their differences.

4. To build on working with parents to support children with transition into upcoming year group and Key Stage.
5. To diminish the difference in performance of vulnerable pupils- SEND, PPG.
6. To raise the attainment of boys in writing in the Early Years.

Equality Objectives Action Plan 2017-18

R- Race	A-Age	G-Gender	Protected Characteristic	R	A	G	General Duty Actions	Responsibility	Measurable success indicator	Timing	Review Date
			Gender Disability Age Race	X	X	X	Eliminate discrimination Advance equality of opportunity To discuss Equality Plan and related issues at staff and governors meetings. To publish Equality Scheme on the school website.	Head SLT	Stakeholders are aware of the equalities agenda at the school and its purpose. Stakeholders have improved knowledge.	End Sept 2017	July 2018
			Disability		X	X	Eliminate discrimination Advance equality of opportunity To ensure targets on SEND plans are focussed and specific to areas of need. Use Pupil Progress Meetings (PPMs) to further identify areas of need.	SENC O- PL	Pupils will make progress linked to the SEND plans.	Half termly	July 2018
			Race Religion	X			Eliminate discrimination Foster good relations Plan in opportunities where children, parents and the wider community can share expertise and experiences relating to different aspects of the curriculum to compliment diversity. Curriculum enrichments days- YOU-Nique day, anti-bullying day, understanding of SEND issues to promote values of tolerance.	RE lead PSHE lead	Increased awareness of different cultures and religions in the school and wider community. Promotion of British Values. Improved children's knowledge. Reduced number of incidents relating to racism.	Ongoing	July 2018
			Disability		X		Eliminate discrimination Foster good relations Workshops & information sessions are planned throughout the year to support parents in children's education, social and emotional well-being.	All staff	Children are well prepared for the year and Key Stage ahead. Parent are aware of how to support children in the next stage of their education.	Ongoing	July 2018
			Disability Socio-economic		X	X	Eliminate discrimination Advance equality of opportunity Tracking of progress, implementation of interventions and one to one support. To support the quality of teaching and resources.	All staff	Pupil progress in line with peers, where pupils meet or exceed ARE.	Half Termly	Dec 17 Mar18 July 18
			Gender		X	X	Eliminate discrimination Advance equality of opportunity Provide further opportunities for developing fine/gross motor skills to support area of Physical Development. Provide further outside activities to engage the boys. Work to area of interest to engage boys.	EYFS lead	Attainment in writing will be in line with that of girls.	Termly	July 2018

