

School Equality Scheme 2016-17

The Leys Primary and Nursery School

Ratified by FGB 2.2.17

Contents

- 1: Vision and Values
- 2: School Context
- 3: Legal Background
- 4: Roles and Responsibilities and Publish Information
- 5: Engagement - Participation and Involvement
- 6: Using information, Equality Impact Assessment, data...
- 7: Our School's Equality Priorities
- 8: Setting Equality Objectives Action Plan

1: Vision and Values

Our equality vision and the values that underpin school life

ETHOS

The Leys Primary and Nursery School is a welcoming, diverse, progressive and well-respected school in the community. We are committed to offering a challenging and nurturing culture within the school, where all children are inspired to achieve their full potential and develop into well rounded individuals. We are passionate about providing 100% commitment to our pupils and their families.

VISION

The Leys Primary and Nursery School aspires to:

- Achieve the highest standards for all pupils
- Prepare all our pupils with inspirational teaching to become resilient in their learning in order for them to be successful in their future life.
- Ensure that our coaching culture has a positive impact on our own school, and within a community of schools in the future
- Further develop the positive partnership we have with our families

VALUES

Respect determination inspiration equality courage friendship and excellence

AIMS

Accelerating progress

Enriching wellbeing

Promoting partnerships

2: School Context

The characteristics of our school

A brief description of our school and its community setting

The school is larger than most [80th percentile ROL 2015]. Historically the intake of pupils has come from an area of disadvantage, however due to an influx of pupils from new housing developments, this has shifted to national average [40th percentile ROL 2015]. We still have a high proportion of pupils from vulnerable families.

The roll stands at 519 pupils, and rising due to the increasing popularity of the school (the roll in 2009 was 350 pupils; 374 in January 2012). The school has had an official PAN of 60 in Nursery and 75 in the mainstream school since 2008 however there was little growth until

2012. Numbers in each year group vary. This year we have three classes in all year groups apart from Year 3 and Year 6 where there are two classes.

The school hosts a Nursery, Mainstream school, and two forms of specialist provision: The Specific Learning Difficulties Outreach Team who offers outreach support for 53 local schools; and The Primary Support Base, offering places within the base, and outreach provision to pupils at serious risk of permanent exclusion or Day 6 provision.

Characteristic	Total	Breakdown (number and %)
Number of pupils	519	Number and 44% Female Number and 56% Male
Number of staff	98	Female 91% Male 9%
Number of governors	14	Female 71% Male 29%
Religious character	239	Catholic 6% Christian 29% Hindu 1% Muslim 4% Sikh 1% Other Religion 5% No Religion 45%
Attainment on entry	EYFS	CL 30-50 88.9 40-60 32.6 PD 30-50 94.4 40-60 19.6 Maths 30-50 93.5 40-60 34.8 PSED 30-50 93.1 40-60 32.6 Literacy 30-50 91.3 40-60 35.7 UW 30-50 91.3 40-60 15.2 EAD 30-50 93.5 40-60 13.0
Mobility of school population	59 Starters 60 Leavers	11% 12%
Pupils eligible for FME	140	27%
Deprivation factor	40 th Percentile	0.20
Disabled staff	0	
Disabled pupils (SEN/LDD)	84	16%
Disabled pupils (no SEN)	12	2%
BME pupils	59	11%
BME staff	8	8%
Pupils who speak English as an additional language	91	18%
Average attendance rate	95.6%	
Significant partnerships, extended provision, etc.		Stevenage Education Trust Sporting Futures Stevenage Football Club
Awards, accreditations, specialist status		Dyslexia Friendly School Early Years Gold 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 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*

The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014

Disability

At The Leys Primary and Nursery 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.

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 DDA 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 creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community¹.

- **Community from a school's perspective**

- For schools, the term 'community' has a number of dimensions including:

the ***school community*** - the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services

the ***community within which the school is located*** - the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located

the ***UK community*** - all schools are by definition part of this community

the ***global community*** - formed by EU and international links.'

The Leys Primary and Nursery School promotes community cohesion through its commitment to encouraging citizenship through a broad and balanced curriculum.

4: Roles and Responsibilities and Publish 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

Ms Leigh Humphries retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

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.

Responsibility for	Key person
Single equality scheme	Leigh Humphries HEADTEACHER
Disability equality (including bullying incidents)	Alison Barr SEND LEADER
SEN/LDD (including bullying incidents)	Alison Barr SEND LEADER
Accessibility	Alison BARR SEND LEADER
Gender equality (including bullying incidents)	Leigh Humphries HEADTEACHER
Race equality (including racist incidents)	Leigh Humphries HEADTEACHER
Equality and diversity in curriculum content	Curriculum leaders
Equality and diversity in pupil achievement	Leigh Humphries HEADTEACHER
Equality and diversity - behaviour and	Leigh Humphries HEADTEACHER
Participation in all aspects of school life	Leigh Humphries HEADTEACHER
Impact assessment	Leigh Humphries HEADTEACHER
Stakeholder consultation	Leigh Humphries HEADTEACHER
Policy review	Leigh Humphries HEADTEACHER
Communication and publishing	Leigh Humphries HEADTEACHER

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 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.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Publish Information - specific duty to demonstrate compliance with the public sector equality duty

At The Leys Primary and Nursery School we will publish information annually:
School Equality Scheme and Policy Review
National attainment data available on School Data Dashboard

At The Leys Primary and Nursery School equality information will be available on the school website:

- Vision and Values
- School Equality Scheme
- School's Equality Objectives and Action Plan
- Relevant policies and procedures

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 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
- 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:

- 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 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
 - 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
-

-
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- 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
- 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)
- Contribute to managing the implementation of the school's equality scheme

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

All Pupils/students will:

- Comply with the school rules and anti-bullying code of conduct
- Promote and invest in school values
- Contribute to consultations and reviews
- Be involved in setting objectives for school improvement

All Parents/carers will:

- Contribute to consultations and reviews
- Raise issues with school leaders which could contribute to policy review and development
- Be aware of the school's current equality policy and procedures
- Behave with respect and fairness to all members of the school community, complying to the school's equality scheme
- Contribute to the implementation of the school's equality scheme

5: Engagement

Involving our learners, parents/carers and others

Engagement - Participation and Involvement

Describe how the development of the policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010:

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.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using information - Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

- **Policies and Procedures:** The school does not discriminate against or victimise a pupil by excluding them from school. Exclusions are based on the school's Behaviour Policy. Exclusions are monitored to ensure pupils are not discriminated against
- The school policy for managing behaviour and discipline is fair and does not discriminate against pupils with protected characteristics
- The school and the Governing Body ensure that they make reasonable adjustments to meet disabled people's needs, even if this requires more favourable treatment.
- **Monitoring objectives and outcomes:** The school monitors pupil attendance by protected characteristic and uses the data when developing strategies to address issues
- Pupil progress and attainment in individual subjects are analysed and monitored to ensure equality for all protected characteristics
- **Curriculum, Teaching and Learning:** Teaching takes account of the needs of pupils in relation to protected characteristics
- Resources are available to meet the specific needs of vulnerable groups of pupils in relation to protected characteristics.
- **Role of Governors:** The Governing Body can access training to help them understand how the Equality Act 2010 affects the school and how to fulfil their duties under the Act.

Write a brief statement stating how your school's equality objectives were chosen.

Our equality objective-setting process involves gathering evidence as follows:

- Questionnaire to parents and carers
- Audit by members of school community: teachers and support staff
- Discussions with pupils
- School Council discussion and review
- Review by Leaders and Governors

List of equality objectives:

Equality Objectives	Protected Characteristic
1.Policies and Procedures To ensure that staff go through effective, regular and systematic training on equality issues	ALL
2. To review the current policy and ensure that both the School equality scheme and policy and action plan are published and available for all members of the school community on the website.	ALL
3 Engagement Views of children, parents, carers and other stakeholders. To consult further and involves pupils from a range of ethnic, cultural and religious backgrounds and their parents and carers to promote ethnicity equality.	<ul style="list-style-type: none"> • ethnicity and race • gender (sex) • religion and belief
4.Monitoring objectives and outcomes To produce regular reports and monitor how the school is meeting the aims of general duty	ALL
5.Role of Governors To monitor progress in achieving the three aims of equality legislation - eliminate discrimination, advance equality of opportunity and foster good relations.	ALL
6.Curriculum, Teaching and Learning Visual displays are reflective of the diversity of the school. Positive images and role models are promoted in lessons, displays and discussions such as circle time and assemblies.	<ul style="list-style-type: none"> • disability • ethnicity and race • gender (sex) • religion and belief • sexual orientation

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
<p>1.Policies and Procedures To promote understanding of and respect for differences</p>	ALL				Eliminate discrimination Advance equality of opportunity Foster good relations	Headteacher	That there is evidence through pupil surveys in pupil attitudes and knowledge of the rights of the child, and respecting diversity and difference.		
<p>3 Engagement Views of children, parents, carers and other stakeholders. To carry out a survey the views of stakeholders To raise awareness of pupils with SEND needs among other pupils</p>	<ul style="list-style-type: none"> ethnicity and race gender (sex) religion and belief 				Eliminate discrimination Advance equality of opportunity Foster good relations	Headteacher Governors	That there is a 5-10% improvement in the views of parents 2015/2017 That there are positive attitudes towards all protected characteristics such as pupils with SEND needs reported through pupil voice.		
<p>4.Monitoring objectives and outcomes</p>	ALL				Eliminate discrimination Advance equality of opportunity Foster good relations	Headteacher	That everyone in the community are well informed and have due regard to General Duty. That Governors are involved in the monitoring of our General Duty through visits.		
<p>5.Role of Governors To review the progress the school is making towards meeting the objectives: to eliminate discrimination, advance equality of opportunity and foster good relations at least annually.</p>	ALL				Eliminate discrimination Advance equality of opportunity Foster good relations	Headteacher Governors	Governors are well informed through their own monitoring and a through the Headteacher Report shared annually.		
<p>6.Curriculum, Teaching and Learning To improve the achievement of children from low income and disadvantaged families</p>	<ul style="list-style-type: none"> disability 				Eliminate discrimination Advance equality of opportunity Foster good relations	Subject leaders Middle Leaders Senior Leaders	That we raise attainment of this group of pupils at the end of KS1 and KS2 every year		
<p>To close the gender gap at the end of key stages at the end of KS2 in subjects combined.</p>	<ul style="list-style-type: none"> gender (sex) 				Advance equality of opportunity	Subject leaders Middle Leaders Senior Leaders	That both boys and girls have the opportunity to attain equally well in core subjects		

