

WOOLENWICK INFANT & NURSERY SCHOOL

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Equality Scheme

Ownership: Governing Body

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1: Vision and Values

Our equality vision and the values that underpin school life

The School Vision

- Standards in the core subjects will exceed National and Local Authority averages.
- Learning is personalised and accessible to all.
- ICT resources will be upgraded, extended, used to support children's learning and as an assessment tool.
- The integrated, child-centred curriculum and school environment will be utilised by all learners.
- Parents are well informed and feel confident and involved in raising children's achievement.

The School Aims and Values

We aim to:

- create a safe, secure, caring environment where everyone can flourish, develop their individuality and enjoy learning
- provide the support, training and monitoring necessary to ensure staff deliver a broad, balanced, well structured, creative curriculum to enable children to achieve maximum personal progress and produce work of their highest standard
- enable children and adults to acquire knowledge, understanding, skills and perseverance to be enthusiastic, independent learners
- never stop learning and are open minded to continual development
- help everyone to develop confidence, positive self-esteem, self-discipline and high moral values
- encourage children and adults to value themselves, others and their environment, respecting each other's differences and ways of life, for them to work and play co-operatively, be safe and develop healthy lifestyles
- work in partnership with parents, other schools, early years providers, the Local Authority and foster links with the wider community

Mission Statement

At Woolenwick Infant and Nursery School we provide an environment where we are:

'Learning, Growing, Achieving Together'

Principles

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:

1. whether or not they are disabled
2. whatever their ethnicity, culture, national origin or national status
3. whatever their gender and gender identity
4. whatever their religious or non-religious affiliation or faith background
5. 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:

1. disability, so that reasonable adjustments are made
2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
3. gender, so that different needs and experiences of all people are recognised
4. religion, belief or faith background
5. 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:

1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
2. 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
3. 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:

1. whether or not they are disabled
2. whatever their ethnicity, culture, religious affiliation, national origin or national status
3. 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:

1. disabled and non-disabled people
2. people of different ethnic, cultural and religious backgrounds
3. people whatever their gender and sexual identity

- **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:

1. disabled people as well as non-disabled
2. people from a range of ethnic, cultural and religious backgrounds
3. people whatever their gender and sexual identity
4. a range of sexual identities e.g. homosexual people as well as heterosexual.

- **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 the public life of:

1. disabled people as well as non-disabled
 2. people from a range of ethnic, cultural and religious backgrounds
 3. people whatever their gender and sexual identity
 4. people whatever their gender and sexual identity
- **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

Woolenwick Infant and Nursery School is an average sized urban fringe school with a mixed catchment from private, council and social priority housing. Many pupils live in Symonds Green which is a Lower-layer Super Output Area (LSOA) falling into the top 50% of most deprived LSOAs in the East of England under IDACI (2019).

Stevenage is one in 52 LSOAs in Stevenage Local Authority district. Using the IMD (The Index of Multiple Deprivation) rank of average summary measures for deprivation, this LA ranked 133 in 2015 and 117 in 2019, out of 317 LAs.

Characteristic	Total	Breakdown (number and %)
Number of pupils	214	Number 119 and 56 % Female Number 95 and 44 % Male
Number of staff	52	88.5% Female 11.5% Male
Number of governors	7	71.4% Female 28.5% Male
Religious character	63 Christians 103 No religion 3 Hindu 13 Muslims 4 Jehovah Witness 4 Other	3 1.4% Hindu 13 6.0% Muslim 63 29.4% Christian 103 48.1% No religion 4 1.8% Jehovah Witness 4 1.8% Other
Attainment on entry		Attainment on Entry figures for 2020-2021 show that in CL 31%, PD 31%, PSED 26%, Literacy 31%, Mathematics 0%, UW 0% AND EAD 0% of pupils were working towards Age Related Expectations. Attainment on Entry figures for 2021-2022 are slightly higher with CL 16%, PD 14%, PSED 14%, Literacy 14%, Mathematics 12%, UW 14% AND EAD 14% of pupils working at Age Related Expectations.
Mobility of school population	12	5.8%
Pupils eligible for FME	32	15%
Deprivation factor		0.19
Disabled staff	2	1 0.9%
Disabled pupils (SEN/LDD)	0	0
Disabled pupils (no SEN)	2	2 0.9%

BME pupils	70	32%
BME staff	8	17.8%
Pupils who speak English as an additional language	29	13.5%
Average attendance rate	93.3%	93% Female 94% Male
Significant partnerships, extended provision, etc.		Woolenwick Junior School Bridge Road Children's Centre Little Acorns Before and After school Club Sightlines – the Reggio Emilia Network group in the U.K STEM Education at the University of Hertfordshire Royal Opera House Bridge
Awards, accreditations, specialist status		Basic Skills, Arts Mark Platinum, Healthy Schools, International Eco-Schools; Green Flag Status, Leading school for the Stevenage Creative Network and the Stevenage Green Network, PSQM outreach, EYFS Quality Gold Award. The Inclusion Quality Mark – Flagship Status. Winner of the TES AWARDS; Early years setting of the year 2022

3: Legal Background

The duties that underpin our scheme

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

General Duty under the Equality Act 2010:

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

-

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

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

The specific duties require schools to:

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

Protected Characteristics

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

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

Disability

At Woolenwick Infant 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 provide a broad, balanced curriculum.

4: Roles and Responsibilities and Publish Information

Chain of accountability

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

Commitment to implementation

Usha Dhorajiwala (Headteacher) retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, 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	Usha Dhorajiwala Headteacher
Disability equality (including bullying incidents)	Usha Dhorajiwala Headteacher
SEN/LDD (including bullying incidents)	Usha Dhorajiwala Headteacher
Accessibility	Usha Dhorajiwala Headteacher
Gender equality (including bullying incidents)	Usha Dhorajiwala Headteacher
Race equality (including racist incidents)	Usha Dhorajiwala Headteacher
Equality and diversity in curriculum content	Usha Dhorajiwala Headteacher
Equality and diversity in pupil achievement	Usha Dhorajiwala Headteacher
Equality and diversity – behaviour and exclusions	Usha Dhorajiwala Headteacher
Participation in all aspects of school life	Usha Dhorajiwala Headteacher
Impact assessment	Usha Dhorajiwala Headteacher
Engagement /Stakeholder consultation	Usha Dhorajiwala Headteacher
Policy review	Usha Dhorajiwala Headteacher
Communication and publishing	Usha Dhorajiwala Headteacher

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

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

At Woolenwick Infant and Nursery School we will publish information annually. 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.

At Woolenwick Infant and Nursery School equality information will be available on the school website. We will publish information on:

- evidence of staff training on the Equality Act 2010
- copies of policies, for example the behaviour policy, or anti-bullying policy, or the recruitment policy, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- aspects of the curriculum which explore different cultures and promote understanding of different religions
- involvement with local communities

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)

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 managers and 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

Use informal and formal procedures as necessary to deal with 'difficult' situations

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:

- 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:

- Be invited to contribute to consultations and reviews through their voice in the School Council
- Raise issues with teachers which could contribute to policy review and development
- Implement the policy as it applies to pupils
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit of the school's equality scheme

All parents/carers will:

- Be invited to contribute to consultations and reviews
- Raise issues with staff which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit of the school's equality scheme
- Support the school in providing 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 all pupils, regardless of disability, race or gender, with the opportunity to

- flourish, develop their individuality and enjoy learning
- achieve maximum personal progress and produce work of their highest standard
- acquire knowledge, understanding, skills and perseverance to be enthusiastic, independent learners
- never stop learning and be open minded to continual development
- develop confidence, positive self-esteem, self-discipline and high moral values
- Value themselves, others and their environment, respecting each other's differences and ways of life, for them to work and play co-operatively, be safe and develop healthy lifestyles.

Admissions and Exclusions

The guidelines within the Admissions and Exclusions policies are applied consistently to all pupils regardless of disability, race or gender.

Equality and Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants and student teachers) from discrimination on the grounds of gender, transgender 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, 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

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

The views of all children were sought. Due to the age of the children, all the questions were read and explained to them, enabling every child access to them regardless of ability. All parents were consulted via a joint letter from the Infant and Junior school which was sent with a newsletter as all families receive these. Staff and governors had the same questionnaire to complete.

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

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 published information 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.

We collect a range of information relating to incidents of bullying including those relating to racism and disability. We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Children from all main groups are represented in our extra-curricular clubs.

Parents from children of all the main groups attend school events, e.g. art and reading trail, summer exhibition, Christmas play, etc.

Children and parents understand, and respect, the diversity within our community, for example by taking part in celebrations for a variety of religions such as Christmas and Diwali.

Our equality objective-setting process has involved gathering evidence as follows:
All parents, staff and governors were consulted via a questionnaire. For parents, this was attached to the weekly newsletter which goes to all families.

All children were involved by members of staff reading and explaining the questions to them, and then recording their responses.

Results from the questionnaires were analysed and the following objectives were decided upon.

List the equality objectives:

Equality Objectives	Protected Characteristic
Narrow the gap in performance between SEN and Non-SEN pupils.	Disability
Narrow the gap in performance between PP and Non-PP pupils.	Deprivation indicator
Narrow the gap in performance between Ever 6 FSM and Non- Ever 6 FSM.	Deprivation indicator
Raise attainment of pupils with low prior attainment.	Deprivation indicator

8: Setting Equality Objectives Action Plan

Making progress on equality issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
Narrow the gap in performance between SEN and Non-SEN pupils.	Disability		X		To provide appropriate interventions for SEN pupils not reaching age-related expectations to enable them to narrow the gap with their peers.	All class teachers, overseen by SENCO/INCO and DHT as assessment leader.	Narrowed gap between the attainment of SEN pupils and non-SEN pupils, with a view to closing it.	Ongoing	July 2023
Narrow the gap in performance between PP and Non-PP pupils.	Deprivation indicator		X		To provide appropriate interventions for pp pupils not reaching age-related expectations to enable them to narrow the gap with their peers.	All class teachers, overseen by DHT as assessment leader.	Narrowed gap between the attainment of FSM pupils and non-FSM pupils, with a view to closing it.	Ongoing	July 2023
Narrow the gap in performance between Ever 6 FSM and Non- Ever 6 FSM.	Deprivation indicator		X		To provide appropriate interventions for Every 6 FSM pupils not reaching age-related expectations to enable them to narrow the gap with their peers.	All class teachers, overseen by DHT as assessment leader.	Narrowed gap between the attainment of Ever 6 FSM pupils and non-Ever 6 FSM pupils, with a view to closing it.	Ongoing	July 2023
Raise attainment of pupils with low prior attainment.	Deprivation indicator		X		To provide appropriate interventions for pupils with low prior attainment not reaching age-related expectations to enable them to narrow the gap with their peers.	All class teachers, overseen by DHT as assessment leader.	Children with low attainment make at least expected progress or accelerated progress, with a view to narrowing the gap between pupils.	Ongoing	July 2023