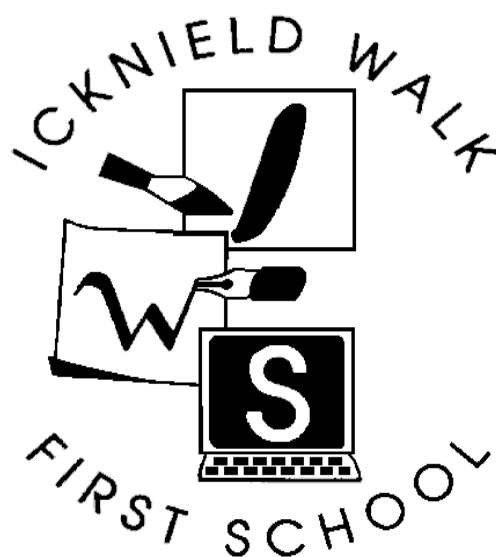


Icknield Walk First School

School Equality Scheme

2014-18



Contents

1: Vision and Values	3
2: Procedures and Processes used in school:	4
3: Legal Background	5
4: Roles and Responsibilities	7
5: Engagement	10
6: Equality Impact Assessment	11
7: Our School's Equality Priorities	12

1: Vision and Values

Our equality vision and the values that underpin school life

Aims of the school

- The needs of our children are at the heart of everything we do.
- We are all part of a team and expect everyone to do their best.
- We believe learning should be fun.
- We share everyone's achievements and celebrate their success.

Our Guiding Principles.

We see all learners of equal value.

We recognise and respect difference.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We observe good equalities practice in staff recruitment, retention and development,

We aim to reduce and remove inequalities and barriers that already exist

We consult all stakeholders when reviewing appropriate policies

We aim for social cohesion, benefiting society as a whole.

We base our practices on sound evidence.

2: Procedures and Processes used in school:

The standard procedures and processes of our school – disability:

Our SEN policy identifies ways in which children with disabilities in school are to be assessed, supported and included fully in school life. Our accessibility policy notes that staff will monitor pupil needs and address any inequalities in provision. Our office and main hall and visitor toilet are disabled accessible as is much of the school, we would make reasonable adjustments in order to support a child with a motor disability in school.

We monitor the progress of the children requiring SEN support throughout the year to ensure that they are on track to reach their targets and identify any areas where we could improve our support and service.

We work with parents and outside agencies in order to support the progress of these children.

The standard procedures and processes of our school – gender

We monitor the standards and achievements of boys and girls. We note difference and aim to provide for the needs of each group. We track our children's free activity choice in FS to ensure that all children access all areas of the curriculum.

Our curriculum challenges gender stereotypes.

The standard procedures and processes of our school – race

Our culturally diverse curriculum gives children an understanding about different cultures and different faiths. We provide good role models to ensure that all cultures are respected.

We monitor the standards and achievements of all minority ethnic groups to ensure they make the expected progress, actions will be taken if underachievement is noted.

The standard procedures and processes of our school – Vulnerable groups

We monitor the standards and achievements of all groups of children. Teachers meet with senior leaders to plan intervention and provisions to ensure children in these groups make at least as much progress as other children and in many cases we aim to close the gap by aiming for their progress to be accelerated.

The standard procedures and processes of our school – community cohesion

We view the school as a significant part of the local community. We have contact with various groups within the community such as the pre-schools and private nurseries. We have strong links with other schools and the health service.

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 duties

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 person 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 objects 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 (staff only)
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnerships (staff only)

Disability

At Icknield Walk First 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.

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination

- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender.

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race.

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion.

Community cohesion supports good practice in education pupils about equality and diversity. It contributes to the school's effects to provide a broad, balanced curriculum.

4: Roles and Responsibilities

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

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.

Commitment to implementation

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

Responsibility for	Key person
Single equality scheme	Head teacher
Disability equality (including bullying incidents)	SEN co-ordinator
SEN/LDD (including bullying incidents)	SEN co-ordinator
Accessibility	Head teacher
Gender equality (including bullying incidents)	Head teacher
Race equality (including racist incidents)	Head teacher
Equality and diversity in curriculum content	Deputy Head teacher
Equality and diversity in pupil achievement	Head teacher and Deputy headteacher
Equality and diversity – behaviour and exclusions	Head teacher and Deputy headteacher
Participation in all aspects of school life	Head teacher and Deputy head teacher
Impact assessment	Head teacher
Stakeholder consultation	Head teacher
Policy review	Head teacher
Communication and publishing	Head teacher

Commitment to publish

At Icknield Walk First School equality information will be available on the school website under the school development plan tab. We will publish our equality targets for the current year. In our newsletters to parents we will publish the end of year progress towards these targets. A paper copy of all equality information will be available from the school office on request.

Commitment to action

Governors will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among individual managers, staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteachers and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, staff and stakeholders ● Ensure that managers and staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold line managers accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) |
| Public Sector Duties | <ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme |

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

5: Engagement

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 involved a number of staff, pupils, parents and others with particular interests in the development of this scheme.

For example we send regular questionnaires to our parents, children and staff

We addressed the issues of equality through discussions in our talking circles with pupils and other pupil focused interviews. We ensure we include all groups of children in our pupil voice interviews.

When deciding what to do to tackle equality issues, we consult and engage both with people affected by our decisions, such as parents, pupils and staff and other with people who have special knowledge and can inform the schools approach.

6: Equality Impact Assessment

Evaluating the impact in terms of the outcomes

Using information – Equality Impact Assessments, data and other information:

Achievement data and other progress factors are analysed to ensure that all groups of children are making expected progress.

Incident reporting data is analysed to ensure that our policies are not having a negative impact on one or more particular group.

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

Our Equality Impact Assessments help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

7: Our School's Equality Priorities

Key priorities for action

Achievements to date

Disability: The majority of the school is accessible. Surround sound field system in all classes and the hall. The entrance to the reception classes is now flat and safe.

Procedures for handing over children on SEN register to next teacher are in place and systems for reviewing progress and discussing issues with the SENCO are in place.

Further interventions to support reading and writing difficulties and social skills development have been introduced this year.

Gender: Teachers have focused on first hand learning experiences to encourage boys writing. Boys now talk enthusiastically about their learning . The out door provision in reception and year 1 allows children to write and read outside (research shows this has an impact on boys reading and writing standards).

Purchase of bug club books and pocket books reading scheme has improved access to books for all children but especially boys.

Race : Arts week/international week allows the whole school to focus on a country or continent and investigate race, culture and religion. Regular visits to places of worship i.e Gurdwara broadens children's understanding of our multicultural society.

Social Cohesion: Development of talking circles means all children can share their views and ideas. Links with preschools and day nurseries with visits from our nursery teacher, and a pre-school on site. Links with community groups such as community volunteers and fire service developing. Regular articles in local press.

Vulnerable Groups: We have worked with some of our more 'vulnerable' children and some financially disadvantaged children to ensure they are able to participate fully in school life and to provide enrichment experiences.

Areas the school has identified these priority areas:

List the equality objectives:

Equality Objectives	Protected Characteristic
1. Improve the standards of attainment in writing for boys in reception (see Foundation Stage action plan 2014-15 and School Development plan 2014-15)	Gender
2. Narrow the gap in performance of children in receipt of free school meals/pupil premium and the rest of their cohort.	Vulnerable groups

Action plan

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable success Indicator	Timing	Review of progress updated September 2016.
Ensure that boys attainment in writing at end of reception is as high as possible	Gender	Advance equality of opportunity	Foundation Stage Leader, Literacy Subject Leader and Foundation Stage staff	62.9% of boys achieve a 2 in writing – we aim to increase that to 70% achieving a 2 in writing. Boys are accessing written tasks in CIP more willingly and intervention groups in summer term have further targeted boys writing	Throughout the years.	Lesson observations show that boys are actively engaged in writing activities, in both directed and self-chosen activities. Boys achieving at least expected levels in writing has been above target of 70%. 2015 -75% and 2016-73%.
Narrow the gap in performance of children in receipt of free school meals/pupil premium and the rest of their cohort.	Financial/vulnerable	Advance equality of opportunity	All staff led by head and deputy	Children meeting this characteristic are identified and their progress closely tracked. Where necessary interventions are planned. Children in this group achieve challenging targets and the gap between them and their peers gets smaller They make at least expected progress	Throughout the years	The end of year data in 2016 shows that the vast majority of children in receipt of Pupil Premium are making better than expected progress. 2016: Year 2 results show that 50% of children in receipt of Pupil Premium achieved the expected standard in reading and 70% in maths and writing.