

# Icknield Walk First School

## School Equality Scheme

2018-2022



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# 1: Vision and Values

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## Our equality vision and the values that underpin school life

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### **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

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### The duties that underpin our scheme

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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 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 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.

| <b>Responsibility for</b>                          | <b>Key person</b>                    |
|--|--------------------------------------|
| 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

|                       |  |
|-----------------------|--|
|                       | <b>Governors will:</b>   |
| Policy Development    | <ul style="list-style-type: none"> <li>● Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>  |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>● Highlight good practice and promote it throughout the school and wider community</li> </ul>   |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>  |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● 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)</li> </ul>  |
|                       | <b>Headteachers and senior staff will:</b>   |
| Policy Development    | <ul style="list-style-type: none"> <li>● Initiate and oversee the development and regular review of equality policies and procedures</li> <li>● Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>  |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>● Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>● Oversee the effective implementation of the policies</li> <li>● Hold line managers accountable for effective policy implementation</li> </ul>        |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Highlight good practice from departments, individual managers, staff and pupils</li> <li>● Provide mechanisms for the sharing of good practice</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>                |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Ensure that the school carries out its statutory duties effectively</li> </ul>  |
|                       | <b>Line managers will:</b>   |
| Policy Development    | <ul style="list-style-type: none"> <li>● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>  |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>● Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>● Behave in accordance with the school's policies, leading by example</li> <li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>   |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Contribute to managing the implementation of the school's equality scheme</li> </ul>  |



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

## 5: Engagement

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### Involving our learners, parents/carers and other stakeholders

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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

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### Evaluating the impact in terms of the outcomes

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#### 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

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### Key priorities

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#### **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.

Interventions to support reading and writing difficulties and social skills development are regularly used

**Gender:** Teachers have focused on first hand learning experiences to encourage boys writing. Boys now talk enthusiastically about their learning . The outdoor 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 Mark activities and International Day allows the whole school to focus on a country or continent and investigate race, culture and religion. Visits to places of worship/visitors from a range of faiths 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.

The appointment of an Emotional Well-Being Mentor to work full time in school, helping children with social and emotional needs.

Areas the school has identified these priority areas:

**List the equality objectives:**

| Equality Objectives   | Protected Characteristic                                 |
|---|--|
| 1.To ensure the school remains a welcoming environment to all pupils and stakeholders | All (especially those with additional needs in any area) |
| 2. Increase the understanding of a range of cultures                                  | Race   |

# Action plan

| Equality Objectives   | Protected Characteristic                                 | General Duty                    | Responsibility  | How we will achieve this   | Reviews   |
|---|--|---------------------------------|---|--|---|
| To ensure the school remains a welcoming environment to all pupils and stakeholders | All (especially those with additional needs in any area) | Advance equality of opportunity | All staff lead by Emotional Well-Being Mentor and head and deputy | This will continue to be achieved by a needs led approach. Each pupil with a special need will be accommodated in the most appropriate way in consultation with appropriate professionals. Training will be provided where necessary and new equipment purchased. Progress for the most significant cases will be monitored through SDQ score and CPOMs records and attainment data including AM7 records. | July 2020: Our SEN and vulnerable children register is regularly updated and all staff made aware of the children in their class that require close monitoring. Pupil progress meetings help leaders ensure that children are given interventions and support that will help them to make progress.   |
| Increase the understanding of a range of cultures                                   | Race   | Advance equality of opportunity | All staff led by head and deputy                                  | In order to uphold the fundamental British Values we seek to develop pupil understanding of other cultures alongside that of Britain. We will continue to explore other cultures through class work, visits and visitors and work linked to the Arts Mark.   | July 2020: We have had opportunities to celebrate and find out about a range of cultures, including our Indian dance workshop. We have purchased books for the library which reflect British society. We are in the process of reviewing the curriculum in order to identify areas where we can include a range of cultures, especially linked to artists and the arts. |