



Hartsbourne Primary School
Equality Scheme 2015 - 2019

An Umbrella Policy to be read in conjunction with all policies

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1: Vision and Values

Our equality vision and the values that underpin school life:

Our stated vision:

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

The school improvement plan is at the heart of Hartsbourne's vision and ethos. The policies of the school set out the specific rationale, aims, objectives and guidelines for every area. The SID (school improvement document) is the means by which members of the school staff are mobilised into achieving the school's intentions as stated in those policies. Improving outcomes for all children and young people underpins all of the development and work within our school.

We acknowledge and welcome diversity and aim to provide equality of access to both the physical and the learning environment. We are concerned with the education of each and every pupil as an individual striving to fulfill his or her potential through their spiritual, physical, academic and personal progress. All pupils are encouraged to retain their natural curiosity and develop an enquiring mind. We take pride in our pupils and our school and celebrate the children's individual and collective achievements.

At Hartsbourne we believe 'inclusion is a process not a state and we will be an educational environment in which all children can thrive regardless of ability, disability, gender, social background or ethnicity. The process of inclusion is seen as everyone's responsibility and is not viewed as being only related to special educational needs. To achieve inclusion we will take account of the following guiding principles and values:

All learners and their parents and carers are of equal value:

Whatever their gender, gender identity, faith background or non-religious affiliation, ethnicity, culture, national origin or status.

We recognize and respect difference:

Our policies, procedures and actions will take account of differences, life experiences, disadvantages people may face and barriers they may need to overcome.

We foster positive attitudes and relationships and a shared sense of belonging:

There will be an atmosphere of mutual respect and good relationships between girls and boys, women and men with an absence of prejudice related bullying and/or sexual and homophobic harassment. We will promote positive interactions and dialogue between groups and communities different from each other.

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

We ensure that HR policies, procedures and CPD (continuing professional development) should benefit all employees and potential employees, 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, maternity and paternity.

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

We will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between individuals and groups of people.

We consult and involve others:

We engage with a range of groups and individuals to ensure that those who are affected by a policy, actions or activities are consulted and involved in the design of new policies, and in the review of existing ones.

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 and representation in public life from all (diverse) groups of people.

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.

Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. 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.

School Context

The characteristics of our school

Hartsbourne is a one-form entry primary school maintained by Hertfordshire Education Authority for children in the age range 4 – 11 years (Reception – Year 6). Approximately 40% of our families are Jewish, others families are Christian, Muslim, Hindu, Buddhist and no faith at all. The school has two large, marked playgrounds with apparatus, extensive playing fields and a nature reserve. The school is well resourced including electronic media and there is a large hall, with PE and gymnastic equipment, dining room, small library, resource room and small music room.

Community Links

Hartsbourne promotes a number of links with the local community which includes residents from Stanmore, Barnet and Hertfordshire and a housing estate for Service Families. The school were awarded an MoD grant to provide a Portacabin on the site which hosts a breakfast club, coffee mornings, first aid classes and Friends of Hartsbourne meeting room. We develop our links with local primary and secondary schools through a range of local sporting initiatives and a local secondary Head is an Associate Governor of the school. We support a variety of charities including our local branch of Mind in Watford, Watford Homeless, the Royal British Legion, Red White and Blue Day and the International Red Cross to name a few.

Characteristic	Total	Breakdown (number and %)
Number of pupils	200	See Vulnerable Groups analysis
Number of staff	26	88% Female 12% Male
Number of governors	9	42% Female 58% Male 5
Religious character		Community School
Attainment on entry		Generally age appropriate
Mobility of school population		Approximately 15 - 20% (mostly due to mobility of Service families)
Pupils eligible for FME	13	6.5%
Deprivation factor		
Disabled staff	1	3.8%

Disabled pupils (SEN/LDD)	2	1% School action/school action plus
Disabled pupils (no SEN)	0	
BME pupils	51	25%
BME staff	1	3.8%
Pupils who speak English as an additional language	34	17%
Average attendance rate	96-97%	
Significant partnerships, extended provision, etc.		Armed Forces Covenant Partner, Northwood Military Base, Edgware Reform Synagogue. Queen's School Sports Provision
Awards, accreditations, specialist status		Investors in People, Eco-Award silver. Working towards Artsmark.,

The standard procedures and processes of our school: Disability

We adhere to all relevant policies, eg Intimate Care Policy which can also be accessed from our website. The Senco (and/or Head) will meet with parents and pupil to establish needs on an individual basis (eg use of ramps for wheelchairs, risk assessments and care plans).

The standard procedures and processes of our school – Gender

Assessment data is analysed on the basis of all vulnerable groups including gender. The school improvement plan addresses the outcomes of our analysis.

The PSHE and Behaviour Policies outline how we will address issues that might arise, eg through circle time, circle of friends, one to one support. Teachers are trained to challenge stereotypes through PSHE activities and the use of 'circle-time' techniques and similar.

The standard procedures and processes of our school: Race

We adhere to the local authority admissions policy. Our Pupil Diversity policy states that it is the school's policy to accept and celebrate diversity, any form of intolerance is counterproductive and unacceptable....all students are treated with dignity and respect'.

Our topic based approach ensures that we are able to provide a culturally diverse curriculum (see overview and individual class topic webs on our website).

The standard procedures and processes of our school: Community Cohesion

We regularly invite local community/religious leaders to lead assemblies or visit the school. For example, the education officer from Edgware and Stanmore Synagogue volunteers regularly and leads specific assemblies. We follow the Hertfordshire Agreed Syllabus and teach the main world religions as part of our programme of topics.

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.

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
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

Disability

At Hartsbourne Primary 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.

Community Cohesion

Community Cohesion supports good practice in educating our pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Hartsbourne Primary School is committed to taking action on equality and we work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DCSF guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

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, 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.

Commitment to Review

The school equality scheme will be aligned with the School Improvement Document (SID). 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.

Commitment to Publish Information Annually and Provide Access to our Equality Scheme:

Hartsbourne Primary School is committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually and copies of this document and any related material will be available on the school website. All enquiries relating to the scheme should be made via the school office.

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 Head Teacher 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).

Head teachers 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

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:

- Respect everyone in the school
- Try to be friends/friendly with everyone
- Listen to their teacher and each other

All Parents/carers will:

- Support the school's commitment to equality

5. Engagement

Involving our learners, parents/carers and other stakeholders

The interests of all stakeholders of Hartsbourne Primary School have been taken into account and incorporated into this scheme in accordance with all statutory duties and legislative requirements.

As part of a continually developing process, the Senior Leadership Team and Governing Body at Hartsbourne encourages its stakeholders to provide input and feedback at any time. We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

In accordance with our commitment to the ongoing monitoring, development and enactment of this scheme, all comments and suggestions relating to the Equality and Diversity scheme will be considered during the annual review of this document, or on an ad hoc basis, whichever is more appropriate.

Parents and pupils are asked for their comments through questionnaires, Parents' Forum meetings, newsletters, events at school (e.g. assemblies, visitors), school trips (e.g. to local synagogues and churches) and links with other organisations, eg Edgware Reform Synagogue.

Any queries or comments relating to this scheme should be made via the school office. 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: Equality Impact Assessment (EQIAs)

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.

At the time of review of individual school policies, an assessment will be made of the effectiveness of each policy in relation to equality and diversity, and any improvements or amendments will be made accordingly.

The effectiveness of Hartsbourne Primary School's equality and diversity scheme, and any initiatives that arise from it, will be monitored by staff, the Senior Leadership Team and the Governing Body, and the scheme and resulting actions will be developed accordingly.

7: Our School's Equality Priorities

Key Priorities for Action

Achievements to date:

Disability: Disabled access to the school was improved in 2011 with a new ramp to the front entrance, automatic door to the main entrance, medical room and disabled toilet with shower.

In 2013 extra railings were added to the steps to the KS2 playground (outside Year 3).

In 2015 an accessibility plan was drawn up and we continue to implement items as they become viable.

In 2016 extra railings were added to the steps to the KS1/2 playground. Extra handrails were added internally.

Gender: Accurate data analyses of assessment outcomes for all vulnerable groups including gender are addressed through regular meetings in school with key staff, reports to governors and our school improvement document (SID).

Race: Accurate data analysis of assessment outcomes, which are addressed through our school improvement plan. In 2015 percentage of EAL pupils increased from 15% - 17%.

ACTION PLAN: Priority for 2015 – 2016:

OBJECTIVE	ACTIONS	BY WHEN /WHOM	SUCCESS CRITERIA
Continue to develop good/outstanding behaviour	Ensure all children are aware of Umbrella Rules. Monitor playground behaviour record Reward good behaviour	Head in assembly each term Monthly meetings with MSAs Role models Achievement assemblies	Pupil questionnaires indicate children feel safe at school. Achievement book shows children are rewarded for good behaviour.
Develop girl/boy working together in class	Use of girl/boy talk partners, peer marking Mixed groups for role play, collaborative activities, group work.	Ongoing by teachers.	Lesson observations indicate pairs are mixed and children treat each other with respect and kindness.
Improve writing for all girls and boys including most able and SEND.	See School Improvement Document (SID) for actions.	Ongoing for all staff.	Internal tracking data indicates all pupils are making better progress in writing.
Encourage more girls to take up sports outside the curriculum requirements (whilst recognising the different preferences of some girls)	Challenge gender stereotypes. Premier Sport to provide female coaches who are good role models. Monitor attendance of girls and boys at after-school clubs. Ensure a range of lunchtime and after school clubs.	All staff and adults Premier Sport PE Subject Leader PE Subject Leader	Girls participate enthusiastically in sports activities on offer. Clubs are roughly equal girls and boys.
Increase the range of positive images and resources across each year group to reflect the diversity of the community	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity Ensure that all resources (e.g. books, posters, software, visitors to school) do not promote stereotypes.	Class teachers and teaching assistants, subject Leaders.	Resources will be fit for purpose, modern, clean and neat. Children will treat resources and equipment carefully and with respect appropriate to age and understanding.
Improved communication of the schools commitment to Equality and provision of information on the website.	Website to be more regularly updated with information. Improve links to other pages on website. Commitment to Equality clearly stated in Parent Guide	SLT and Governors	Parent questionnaires indicate that the majority of parents find the website a useful source of information. Governor monitoring of website indicates improved communication.