

School Equality Policy & Scheme



Brookland Infant & Nursery School

Autumn Term 2016

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1: Vision and Values

Our equality vision and the values that underpin school life

“Enjoyment of Learning, Achievement for All”

At Brookland Infant & Nursery School, we are committed to being a learning community, where all members of the community love to learn. We aim to create an environment for learning which will encourage all children and staff to achieve the highest possible standards through the provision of a broad, balanced and creative curriculum, high expectations, positive feedback for a task well done and through committed, enthusiastic and effective teaching.

At Brookland Infant & Nursery School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here and therefore are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender, race or disability.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations in Section 3, we are guided by the following principles which are pertinent to our school and its community:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or no religious affiliation or faith background
- 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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

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

- 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 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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Brookland Infant and Nursery School is a three form entry Infant School with its own Nursery unit in Cheshunt, Hertfordshire. Cheshunt is on the fringe area of London close to the London borough of Enfield, sitting just outside of the M25. The children come from mixed social backgrounds.

The school has a good reputation in the local area, providing a safe learning environment and a high quality education where children are encouraged to become independent learners. The school shares a site with Brookland Junior School and Lottie's Pre-School (a private entity). Most of our children transfer to the Junior School at the end of Key Stage 1. Well established and effective arrangements are in place to support the transition of children into our school and onto Y3 in the Junior School.

The curriculum was revised in 2014 and we have planned a curriculum with rich opportunities for high quality learning through a broad and balanced cross-curricular programme of work which enthuses and motivates pupils.

In recent years, the school was part of an expansion project and the planned admission number has changed on a permanent basis from 60 to 90 children. In September 2011, we took our first enlarged cohort with three forms of entry. The school has continued to grow as this cohort has moved through the school. The school is now at capacity with 3 forms of entry throughout the school.

Characteristic	Total	Breakdown (number and %)
Number of pupils (2016-17)	264 56 320	Infants Nursery TOTAL 156 Female (49%) 164 Male (51%)
Number of staff	56	55 Female 1 Male
Number of governors	12	9 Female 3 Male
Religious character		None
Attainment on entry		Average is lower than age related expectations
Mobility of school population		Mobility through KS1 is variable. We have noticed an increase in mobility since the expansion
Pupils eligible for FSM	14%	36 infant children (36/264) – 2016/17
Deprivation factor		Pupil Premium Children
Disabled staff	0	
Disabled pupils (SEN/LDD) 2015/16	4	children with statements/EHCP
Disabled pupils (no SEN)	0	
BME pupils	111	35%
BME staff	2	3.6%
Pupils who speak English as an additional language	44	14% of children 22 languages other than English
Average attendance rate	96.3%	Whole School - 2015-2016 (Absence 3.29% KS1 and 4.51% Reception)
Significant partnerships, extended provision, etc.		Linked to Brookland Junior School CHEXS Lottie's Pre-School (on site)
Awards, accreditations, specialist status		Outstanding School (Ofsted 2009) Healthy Schools Herts Quality Standard (EYFS)

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.

Specific Duties of the Equality Act 2010

The specific duties enable schools to meet their obligations under the Public Sector Equality Duty

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
- marriage and civil partnership (staff only)

Disability

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.

At Brookland Infant 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 pupils 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 Board of *Governors*, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Headteacher has responsibility for:	Supported by:
Single equality scheme	Head/SENCO
Disability equality (including bullying incidents)	Head/Deputy/SENCO
SEN/LDD (including bullying incidents)	SENCO
Accessibility	Governing Body / Head
Gender equality (including bullying incidents)	Head
Race equality (including racist incidents)	Head
Equality and diversity in curriculum content	Subject Leaders
Equality and diversity in pupil achievement	Headteacher/SENCO
Equality and diversity - behaviour and exclusions	Headteacher
Participation in all aspects of school life	Head/Deputy
Impact assessment	Head/Governing Body
Stakeholder consultation	Governing Body
Policy review	SLT & Governing Body
Communication and publishing	Office Staff

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. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. At Brookland Infant School we will publish information through the school website.

At Brookland Infant School we will publish the following information:

- Evidence of staff training on the Equality Act 2010
- Copies of policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- Attainment data which shows how different groups of pupils with different are performing
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local communities

We aim to be transparent and open about the information on which we base our decisions

Commitment to action**Our Governors will:**

- | | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy
Development &
Implementation
Behaviour | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● 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 |
| Public Sector
Duties | <ul style="list-style-type: none"> ● 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) ● Highlight good practice and promote it throughout the school and wider community |

Our Headteachers and Senior Leaders 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 team leaders 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 staff and pupils ● Provide mechanisms for the sharing of good practice |
| Public Sector
Duties | <ul style="list-style-type: none"> ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents ● Ensure that the school carries out its statutory duties effectively |

Our Teachers and Support Staff will:

- | | |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy
Development | <p>Have the opportunity to:</p> <ul style="list-style-type: none"> ● Contribute to consultation and reviews ● Raise issues with senior leaders which could contribute to policy review and development |
| Policy
Implementation
Behaviour | <ul style="list-style-type: none"> ● 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 |
| Public Sector
Duty | <ul style="list-style-type: none"> ● Provide 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 through:

Teaching and Learning
Admissions and Exclusions
Equality and Staffing

We comply fully with legislation which protects all our staff (including teachers, support staff and student teachers) from discrimination on the grounds of gender, transsexual 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, transfers, 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, negative views of disabled people or sexism.

5: Engagement

Involving our learners, parents/carers and others

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 welcome 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.

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively).

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. The Local Authority provides us with a range of services to support the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Attainment of Pupil Premium Children Maths	Socio-economic	Analysis of data had shown that the gap was widening in maths for pupil premium children. In 2015, the gap closed significantly for PP children in all areas but particularly in maths.
Community Cohesion	Race	Review of curriculum to take opportunities to promote local, national and international aspects of community cohesion. Staff taking opportunities to use relevant and news items that will be of interest to the pupils

Future Objectives:

We have achieved the Herts Quality Standard for Early Years (HQS) which included an environmental rating. It identified a lack of images and resources that represent diversity in our community. We have started to address this issue but feel that the action should be broadened across the school to promote diversity and equality (gender, race and disability)

We are aware that our school classroom staff (teachers and teaching assistants) are all female. We have a small number of male volunteers who help regularly in school and would like to increase the ratio of male role-models helping in school.

Analysis of Data shows that girls are achieving higher than boys in Literacy for both reading and writing. We need to narrow the gap between girls and boys at the higher levels for Literacy.

List of equality objectives:

Equality Objectives	Protected Characteristic
1. To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	Race Gender Disability
2. To increase the number of male role models in school	Gender
3. To close the gap in attainment between girls and boys in Maths and Writing	Gender
4. To close the gap in attainment between disadvantaged children and other children particularly in Maths and Writing	Socio-economic

Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of our community	Race Gender Disability		✓		Advance equality of opportunity Foster good relations	Teachers Teaching Assistants	Increase range & quantity of re-sources to reflect class groups Re-audit & establish minimum expectation is satisfied in each class	Ongoing	July 2017
To increase the number of male role models in school (staff, students and volunteers)	Gender	✓			Advance equality of opportunity Foster good relations	Teachers	Positively discriminate when taking students/work experience students in favour of males. Promote the enrolment of male helpers in the class room and around the school Plan 'opportunities' for Dads to visit and take part in sessions (one a term?)	On going	July 2017
To continue to close the gap in attainment between girls and boys in Literacy	Gender		✓		Advance equality of opportunity	SLT Teachers	In reading the gap between girls and boys reaching the expected standard was 25%. In writing the gap was 22%. We need to improve the attainment of boys and close the gender gap. ➤ To close the gap by 10% in reading ➤ To close the gap by 12% in writing	Termly assessments	July 2017
To close the gap in attainment between disadvantaged and other children	Socio-economic	✓			Advance equality of opportunity	SLT Teachers	In 2016 the attainment gap widened again between PP children and others in KS1. ➤ To close the gap between PP and others by end of Y2 in reading, writing and maths	Ongoing support	July 2017