

# School Equality Policy

2016-2020

Reedings Junior School

# Contents

1: Ethos and Values	3
2: School Context	4
3: Legal Background	5
4: Roles and Responsibilities	7
5: Engagement and Using Information	10
6: Using Information	100
7: Our School's Equality Priorities	<b>Error! Bookmark not defined.</b> <u>1</u>
8: Setting Equality Objectives Action Plan	122

# 1: Ethos and Values

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

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At Reedings, we aim to:

- provide an inspiring environment where children are, through a broad curriculum, encouraged to learn, be curious about the world and develop the desire to improve themselves in order to fulfil their potential;
- build self-esteem, confidence and resilience so that every individual is able to make their own choices and rise to a challenge;
- develop tolerance and respect for other people and their opinions or beliefs, and an understanding of how actions can affect others;
- ensure pupils recognise their roles and responsibilities in society - school, local and global - so that they may make a positive contribution;
- teach pupils the skills they need to adapt to a world with ever-changing technology and methods of working and communicating.

To achieve this we will:

- Respect the equal rights of all pupils, staff and other members of the community
- Educate pupils about equality
- Work to promote positive attitudes to all in our school community
- Create an environment where respect and tolerance for all mean that pupils are able to reach their full potential
- Promote equality in all aspects of school life by challenging stereotypes and self limiting aspirations
- Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils
- Work together to close achievement gaps.

## 2: School Context

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### The characteristics of our school

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Reedings is a Hertfordshire County Junior School for girls and boys from 7 to 11. The school is situated on a large, attractive site overlooking the River Stort and the surrounding countryside. Reedings was built as a two-form entry, single storey building in 1966. It has eight large classrooms, a main hall, a technology resource area, excellent library facilities and a dining-hall with a food technology area. The school is very well resourced across the curriculum. There are also extensive play areas. Each year group has two parallel mixed ability classes, each of which has a full-time teacher. We also have an excellent and experienced team of support staff. In addition, the school also has a dedicated pool of voluntary helpers who provide valuable support in a variety of ways.

Our school is non-denominational and our religious education lessons and assemblies provide coverage of all major world religions. Our sports activities ensure provision for all. Continuing professional development and, where appropriate, the support of external agencies ensure continued cohesion and targeted provision for all groups of children.

A brief description of our school and its community setting can be found on our website:

<http://reedings.herts.sch.uk/our-school/ethos-values/>

and at: <http://dashboard.ofsted.gov.uk/dash.php?urn=117280>

See also our commitment to inclusion:

<http://reedings.herts.sch.uk/publication/view/inclusion-policy-2/>

Staff and Governors at Reedings are strongly committed to ensuring that no children are disadvantaged or subject to discrimination. We want to provide a diverse community where all feel valued, all are welcome and all receive the best we can offer.

All of our children are given equal chances to experience the full range of activities offered by the school. We work hard to ensure that resources we use in school do not promote stereotyping. We do seek to positively promote equal opportunities and positive attitudes. Wherever possible, we seek to provide situations where our children can engage with the diverse wider community of which they are part.

We have steadily worked to improve access to the school for people with physical disabilities. We now have appropriately adapted toilets in the entrance hall as well as other areas of the school. There are ramps leading to outer doors to the school. Lighting in and around the school has been improved and we now have sound systems in every classroom to help ensure the quality of sound is even and clear.

## 3: Legal Background

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### The duties that underpin our policy

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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 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 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 Reedings, 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. Through extending our links into the local community, the children experience the impact of equality legislation first hand.

## 4: Roles and Responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy.

### **Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that equality is part of routine discussion between senior leaders and all staff who report to the Headteacher on actions and progress.

Equality and diversity is a standing agenda item at all half-termly governor meetings.

All staff are responsible for delivering equality both as employees and as it relates to their area of work.

We are transparent in our decision making and in reporting our achievements in fulfilling the aims of the Equality Duty.

## **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
- Be good 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

### **Headteachers and senior staff will:**

- Ensure that the school carries out its statutory duties effectively
- 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 modellings 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

### **Line managers/SLT will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality policy, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual



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members of staff and pupils

- Use informal and formal procedures as necessary to deal with 'difficult' situations
- 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)
- Contribute to managing the implementation of the school's equality policy

**All staff: teaching and non-teaching will:**

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality policy

## 5: Engagement

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

We 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 our annual equality report showing how the duty has been addressed.

## 6: Using information

We use data and evidence to inform our decisions. Regular reviews of our equality procedures, both at governor and Senior Leadership Team level, ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. Careful monitoring ensures that we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

## 7: Our School's Equality Objectives

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Key priorities for action

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### **Equality Objectives 2016-2020**

1. To close the gaps in progress for all groups of children across all year groups and in particular those with SEN/D so that all make good or better progress
2. Continue to address the gender gap in progress across all groups, for example to improve progress for girls in mathematics and boys in writing.
3. To promote religious and ethnic understanding and cohesion, taking into account the school context.

Whilst we are only required to set equality objectives every four years, we will review our equality objectives annually to ensure that they remain relevant and challenging, and set new objectives more frequently as appropriate.

## 8: Equality and Objectives Action Plan *Reviewed 2017-2018*

### Making progress on equality issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Review date
<b>Objectives are reviewed by the lead governor and reported to the FGB every half term.</b>								
<p>To close the gaps in progress for all groups of children across all year groups and in particular those with SEN/D so that all make good or better progress</p> <p><i>Review September 2017: The difference has diminished but progress of disadvantaged groups and those pupils with SEND continues to be our first priority on our School Development Plan</i></p>	Race/disability /sex/religion and belief				Advance equality of opportunity	Whole staff	All SEN/D pupils make good progress or better	Every half term
<p>Continue to address the gender gap in progress across all groups, for example to improve progress</p> <p><i>Review July 2017: There is still a gender gap in writing. In mathematics, the teacher assessments still show higher average attainment for boys but test results were higher for girls.</i></p>	Disability				Eliminate discrimination, advance equality of opportunity	Governors	<p>All pupils make good progress or better, no matter what their gender</p> <p>Boys writing results equal to that of girls at end of KS2</p> <p>Girls' achievement in mathematics is equal to that of boys at end of KS2</p>	Every half term

<p>To promote religious and ethnic understanding and cohesion</p>	<p>Race/Religion/ Belief</p>			<p>Advance equality of opportunity, particularly in light of changing profile of school pupils</p> <p>Review teaching materials and curriculum to ensure there are opportunities to positively promote multi-cultural Britain</p>	<p>Whole school</p>	<p>Pupil Voice</p> <p>Evidence of assembly and planning materials</p>	<p>Every half term</p>
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