

# School Equality Scheme

2015-2018

Camp School



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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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We want Camp to be....

A centre of educational excellence with high expectations for all.

An environment where children and staff engage in learning with passion and enjoyment, and achieve their full potential.

A community school that provides creative opportunities to support pupils' intellectual, social, emotional and cultural development.

A school where we actively celebrate diversity and show respect for each other and the wider world.

(Camp School Vision statement, School Development Plan 2012-2013)

## 2: School Context

## The characteristics of our school

'This is an average sized primary school with a higher-than-average proportion of pupils from a wide range of minority ethnic backgrounds. Almost half of the pupils are White British and about one quarter come from Sylheti Bangladeshi families, while the rest represent a wide range of ethnic heritages. The proportion of pupils speaking English as an additional language is much higher than average and many of these are at the early stages of learning English. The percentage of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities...The school holds Healthy Schools status.

Children in the Early Year Foundation Stage are taught in the Nursery and the Reception classes. The Nursery class serves schools across an area and almost two thirds of the children who join it move to Reception classes in other local schools. Consequently, the majority of children in the Reception class are new to the school' *OFSTED Report, 2010.*

Characteristic	Total	Breakdown (number and %)
Number of pupils	247	125 51% Female 122 49% Male
Number of staff	46	97% Female 3% Male
Number of governors	10	80% Female 20% Male
Religious character	169	32% Christian 3% Hindu 28% Muslim 1% Jewish 36% No Religion 1% Other
Attainment on entry	-	Below average on entry
Mobility of school population	-	12.1% which is 2% below national average
Pupils eligible for FME	40	10% ( below national average)
Deprivation factor	0.17	Which is 0.7 below national average. (0.24)
Disabled staff	0	
Disabled pupils (SEN/LDD)	32	3 statements 32 SEN support
Disabled pupils (no SEN)	0	
BME pupils	124	50%. ( above national average)
BME staff	8	17%.
Pupils who speak English as an additional language	98	40 % ( above national average )
Average attendance rate	-	3.4%
Significant partnerships, extended provision, etc.	-	Alban Way Consortium, Vista.
Awards, accreditations, specialist status	-	ICT Mark, Healthy Schools, Inclusion Quality Mark, emerging QISS

### 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 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 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 Camp School we implement accessibility plans (and provide the necessary auxiliary aids and services) 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

At Camp School we are committed to ensuring equality of opportunity for all pupils. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The school will operate equality of opportunity in its day to day practice in the following ways.

## Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use data to improve the ways in which we support individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Set challenging targets when planning for future learning;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to value their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

#### 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.

Every year, managers and key staff will report to the Headteacher on actions and progress.

Every year 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.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	HT / EMCo
Disability equality (including bullying SEN/LDD (including bullying incidents)	HT / SENCo
Accessibility	SENCo
Gender equality (including bullying	HT
Race equality (including racist incidents)	HT/ EMCo
Equality and diversity in curriculum	HT/ EMCo
Equality and diversity in pupil achievement	HT/ EMCo
Equality and diversity – behaviour and	HT/ EMCo
Participation in all aspects of school life	HT
Impact assessment	HT
Stakeholder consultation	HT / Stakeholder Governor
Policy review	Governors
Communication and publishing	HT

##### **Commitment to review**

The school equality scheme will be aligned with the School Plan. 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 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.

At Camp School we will publish information annually and our equality information will be available on the school website.

### 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
- 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)

#### **Headteachers 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



**Line managers 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 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
- 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 scheme

**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:** (taken from Parents Behaviour Policy)

- Be kind, gentle and helpful
- Listen and show respect and politeness to other children and adults
- Be honest
- Try to tell an adult if they witness, or are the victim of, harassment, bullying or victimisation

**All Parents/carers will:** (taken from Home school agreement)

- Respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion or ability.
- Support the school's policies including guidelines for

behaviour;

- Attend parent's evenings and discussions about their child's progress.
- Inform school should their child's needs change.
- Let the school know about any concerns or problems that might affect their child's work or behaviour.

## 5: Engagement

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Involving our learners, parents/carers and others

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

We have welcomed input towards our Equality scheme from all areas of the school community. We have carried out questionnaires and meetings relating to the protected characteristics list and how successful our school is at supporting these characteristics. This information has helped us to formulate our action plan.

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

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### Evaluating the impact in terms of the outcomes

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#### ***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.

We have chosen not to use a specific EIA ‘tool’ as we believe that Equality Impact Assessment is inherent to all school activities and functions. Specific reference to EIA is however, being included in all school policy reviews, commencing September 2012.

#### **Analysis of academic outcomes for pupils with Protected Characteristics:**

The school regularly carries out, and acts upon the results of, analysis of academic outcomes for those children in the protected characteristics groups (e.g. RAISEonline, SEF, Head Teacher's report to the Governing Body, etc). Copies of this information can be obtained by contacting the school office.

## 7: Our School's Equality Objectives

## Key priorities for action

**Achievements to date:**

Our equality objective-setting process has involved gathering evidence as follows:

- Questionnaires sent to all staff and governors
- Pupil voice meeting
- Parent consultation on specific issues related to protected characteristics

Analysis of the feedback of these questionnaires and meetings led to the formulation of the key areas that need to be addressed and are outlined on our action plan.

**List of equality objectives:**

Equality Objectives	Protected Characteristic
1. Publish and promote the Equality Scheme through the school website.	All
2. Carry out equality Impact Assessment on all policies as they come up for review	All
3. Monitor and analyse the achievement of pupils in vulnerable groups and act on any trends or patterns in the data that require additional support for pupils.	All
4. Evaluate opportunities in the forthcoming curriculum changes for the explicit teaching of themes and issues relating to equality and diversity.	All
5. Identify, respond to and report racist, homophobic and other bullying incidents as identified in the Policy. Report the figures to the Governing Body annually.	Ethnicity and race, gender, sexual orientation, gender identity and reassignment
6. Find ways of encouraging more girls to take up sport outside the curriculum requirements, particularly sports traditionally associated with boys.	Gender
7. Specific teaching within PSHE in KS2 about the appropriate use of language related to sexual orientation.	Gender, sexual orientation, gender identity and reassignment

## 8. Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty *	Monitoring	Responsibility	Measurable success Indicator	Timing	Review date
1. Publish and promote the Equality Scheme through the school website.	All				1, 2 & 3	Survey stakeholders attitudes to equality issues on a regular basis.	HT, designated teacher and Governor	All stakeholders have been informed of the Equality Policy.	2015	2018
2. Carry out equality Impact Assessment on all policies as they come up for review	All				1, 2 & 3	Resources and Improvement committees to review policies on a regular basis.	Lead Governor to take responsibility for particular areas.	All policies comply with the requirements of the Equality Duty.		Ongoing
3. Monitor and analyse the achievement of pupils in vulnerable groups and act on any trends or patterns in the data that require additional support for pupils.	All				1 & 2	Achievement data for vulnerable groups analysed and appropriate support in place.	HT and Governing body	Analysis of data demonstrates the gap is narrowing for vulnerable groups.	Termly	Annually
4. Embed opportunities in the curriculum for the explicit teaching of themes and issues relating to equality and diversity.	All				1, 2 & 3	Scrutiny of curriculum content	Equal Opportunities Leader	Opportunities for teaching these issues are written on mt plans . Whole School Equality week held every few years ( June 2015).	2014 -17	2018
5. Identify, respond to and report racist, homophobic and other bullying incidents as identified in the Policy. Report the figures to the Governing Body annually.	Ethnicity and Race, gender, sexual orientation, gender identity and reassignment				1	The HT and Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	HT and Governing body	Teaching staff are aware of, and respond to, racist & bullying incidents Consistent nil reporting is challenged by the Governing Body	Reporting: April	Annually
6. Continue to encourage more girls to take up sport outside the curriculum requirements, particularly sports traditionally associated with boys.	Gender				2	Increased participation of girls in sports clubs and out of school sport activities.	Member of staff leading on sports, E.O. Leader and HT	More girls participating in after-school sports clubs.		Autumn 18
7. Embed the use of curriculum drivers that focus on equality issues	All				1 & 3	Focus on equality at the heart of our curriculum Global and Local community and Spiritual and Moral drivers	HT, E.O leader, and Governor	Classrooms and hall display demonstrate evidence of curriculum focus on equality related issues.	Ongoing	2018

**\* General Duties with the Equality Act, 2010, Public Sector Equality Duty (PSED)**

In carrying out their functions, public bodies are required to **have due regard to the need to:**

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## 9: School Equality Scheme Review Process, Complaints Procedure and References

### **Review process for the School Equality Scheme**

The School Equality Scheme will be fully reviewed every two years, accompanied by a process of 'mid-term' review of the Equality Objectives.

### **Complaints Procedure relating to the school's PSED**

If you feel that the school has demonstrated prejudice or discrimination or has in any other way failed to comply with its Public Sector Equality Duties - General and Specific – please contact the school. A copy of the complaints procedure policy can be found on the school website or from the school office.

### **References and documents used to inform the creation of the School Equality Scheme:**

*DfE Single Equality Scheme, 2011*

*DfE Equality Act Guidance for Schools, April 2012*

*Equality Act, 2010*

*'Equality Act 2010, Advice for school leaders, school staff, governing bodies and Local Authorities'* - DfE, December 2011

*'Equality Update for Hertfordshire Schools, Spring 2011'* - Local Authority, Schools Standards & Effectiveness, 2011

*Schools Equality Provision Self-Evaluation Resource Audit Tool* - Local Authority, Schools Standards & Effectiveness, 2012

*School Equality Scheme: A Toolkit for Schools - Spring 2012* - Local Authority, Schools Standards & Effectiveness, 2012

*'What equality law means for you as an education provider: schools'* - Equality and Human Rights Commission (EHRC), 2010



## 10: School Policies &amp; Procedures related to or incorporated within the School Equality Scheme

<b>Policy</b>	<b>Date</b>	<b>Review Date</b>
Anti-bullying Policy	March 2013	March 2016
Behaviour Policy – Information for parents	March 2013	March 2016
Children Looked After Policy	July 2014	July 2017
Collective Worship Policy	October 2012	October 2015
Curriculum Policy	February 2012	February 2015
Harassment and bullying policy, procedure and guidance	July 2014	July 2017
Home school agreement	October 2012	October 2015
How to comment or complain: leaflet	July 2014	July 2017
Management of allegations against staff	LA guidance and protocols used	
Positive Behaviour Policy	March 2013	March 2016
Sex and relationships Education Policy	October 2012	October 2015
Special Educational Needs Policy	December 2014	February 2017
Whistle-blowing policy	March 2013	March 2016

