



Roundwood Primary School

Equality Policy and Action Plan

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| Name of Policy | Equality Policy and Action Plan |
| Date of last review | Spring 2021 |
| Date of next review | Spring 2025 |
| Governing Body | FGB |
| Member of Staff responsible | Headteacher |

Contents

| | | |
|----|----------------------------------|----|
| 1: | Vision and Values | 3 |
| 2: | School Context | 6 |
| 3: | Legal Background | 7 |
| 4: | Roles and Responsibilities | 8 |
| 5: | Stakeholder Consultation | 10 |
| 6: | Impact Assessment | 10 |
| 7: | Our School's Equality Priorities | 11 |
| 8: | Action Plan | 12 |

I: Vision and Values

We believe Roundwood Primary School is a place of opportunity, friendship and understanding, where learning and enjoyment go hand-in-hand. All members of our school community have a part to play in the school's continual development and as such, all should feel valued, respected and included within an environment where differences are celebrated, and diversity is welcomed.

We believe school life should equip children to enjoy a lifetime love of learning and prepare pupils for the opportunities, responsibilities and experiences of later life. Through a broad and balanced curriculum which meets the needs of all learners, developing their spiritual, moral and cultural awareness, we believe children should develop into responsible members of society who recognise the roles they must play within the community and the wider world.

Through shared values of courtesy, co-operation, honesty, tolerance and respect, we aim to create an atmosphere for learning which encourages all children to achieve to the best of their ability, both academically, socially and physically. Within a supportive learning environment where success and effort are valued equally, children should feel confident to make mistakes and be resilient to learn from their errors.

We believe pupils should be proud of their school, their teachers and each other and should behave in a way that reflects the school's values of respect and understanding; a strong emphasis is placed on the importance of manners and common courtesy. Through understanding their rights and the responsibilities associated with them, children will engage with their role as pro-active members of the school community who seek to promote the school's values (Ready, Respectful, Safe) beyond the school, thus benefitting society and the wider world.

To achieve this we will:

1. Respect the equal human rights of all our pupils and to educate them about equality.
2. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
5. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect the equal rights of our staff and other members of the community.
7. We will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

Roundwood Primary School is an inclusive community where everyone is valued and actively encouraged to reach their full potential both academically and socially. In considering the School's Equality Scheme the following principles will be followed:

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 non-religious affiliation or faith background
- whatever their sexual identity.

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.

3: We foster positive attitudes and relationships, and 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.

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.

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.

6: We consult and involve proportionally and with specific purpose

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. As appropriate we will include the ideas of:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

7: 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 in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

8: 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. However, in considering the publication of information, we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small making it inappropriate, in some instances, for information to be published where it could enable individual children to be identified.

9: Objectives

We formulate and publish specific and measurable objectives. We intend that the school-based objectives will consider national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

- Roundwood Primary is a one and half form entry community school for children aged between 3-11 years. (322 on roll)
- The majority of the school's pupils live within with half a mile of the school.
- The deprivation indicator is Quintile 1 (least deprived of all schools) and the number of pupils in receipt of PP is low (5) as is the number of pupils receiving FSM (3)
- 3% of pupils have English as an additional language (Quintile 4) with a small proportion of children speaking a broader range of languages such as French, Mandarin, Italian, Dutch and Polish
- 12% of pupils receive SEND support, 3% (10) of these have an EHCP (Quintile 1)
- The school works closely with other schools and agencies in the local area as part of the Harpenden Local Partnership

| Characteristic | Total | Breakdown (number and %) |
|--|--------------|--|
| Number of pupils | 310 | 46% Female 54% Male |
| Number of staff | 52 | 94% Female 6% Male |
| Number of governors | 15 | 70% Female 30% Male |
| Religious character | | 47% Christian 46% No Religion Other 7% including Hindu, Sikh, Jewish and Muslim |
| Attainment on entry | | Above national average |
| Mobility of school population | | 0.92% |
| Pupils eligible for FME | 4 | |
| Deprivation factor | 0 | |
| Disabled staff | 0 | |
| Disabled pupils (SEN/LDD) | 0 | |
| Disabled pupils (no SEN) | 0 | |
| BME pupils | 27 | |
| BME staff | 0 | |
| Pupils who speak English as an additional language | 13 | |
| Average attendance rate | 97% | |
| Significant partnerships, extended provision, etc. | | After School Club – Jousters, The Club Breakfast Club – Jousters Apex Sports, Simply Soccer, Jae Do Kwin Do, The Drum Den, Linguafanatics, |
| Awards, accreditations, specialist status | | |

3: Legal Background

At this school we are committed to meeting the public sector equality duties known as PSED.

a) **Our general duty under the Equality Act 2010 requires that our policies and practice have due regard to:**

- Elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advancement of the equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

b) **The Specific Duties of the Act enable schools to meet their obligations under the PSED. These 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.

Set (every three years) one or more specific measurable equality objectives that further the aims of the equality policy.

c) **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's provisions are:

- Age*
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding*
- Religion and belief
- Sexual orientation
- Marriage and civil partnership*

KEY: * refers to staff only

d) **Disability**

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what is offered to the same extent that a pupil without a disability can.

At Roundwood Primary School we implement accessibility plans which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improving the availability of accessible information to disabled pupils

e) **Community Cohesion**

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

4: Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Headteacher, Mrs Kate Hooft retains overall responsibility for ensuring that the action plan is delivered effectively.

Managers and key staff will regularly report to the Headteacher on actions and progress.

There will be an annual report on equality and diversity to the Governing Body.

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

| Responsibility for | Key person |
|--|------------------------------|
| Single equality scheme | Mrs Kate Hooft |
| Disability equality (including bullying incidents) | Mrs Kate Hooft |
| SEN/LDD (including bullying incidents) | Mrs Debbie O'Connor (SENDCo) |
| Accessibility | Mrs Kate Hooft |
| Gender equality (including bullying incidents) | Mrs Kate Hooft |
| Race equality (including racist incidents) | Mrs Kate Hooft |
| Equality and diversity in curriculum content | Mrs Kate Hooft |
| Equality and diversity in pupil achievement | Mrs Debbie O'Connor (SENDCo) |
| Equality and diversity – behaviour and exclusions | Mrs Debbie O'Connor (SENDCo) |
| Participation in all aspects of school life | Mrs Kate Hooft |
| Impact assessment | Mrs Kate Hooft |
| Stakeholder consultation | Mrs Kate Hooft |
| Policy review | SLT and Governing Body |
| Communication and publishing | Mrs Kate Hooft |

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation programme 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.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update detailing impact of actions. From this, a new action plan will be created. The Equality Policy will undergo a full review every three years.

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)

The Headteacher 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

5: Stakeholder Consultation

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. When deciding on a course of action in response to an equality issue, we will seek the involvement of all those affected by the outcome of decisions including of staff, pupils, parents and governors as well as others with specific knowledge which can inform the school's approach. We will continue to consult various stakeholders on this scheme and on our policies.

6: Impact Assessment

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme, a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors every twelve months.

Equality Impact Assessments (EQIAs) help us to ensure there is no unlawful discrimination against certain individuals or groups and positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

Annually, as part of the Plan-do-review cycle of School Improvement, an audit of equality measures will be undertaken. This audit could include:

- Analysis of data
- Information relating to incidents of harassment and bullying including those related to racism, homophobia, disability and gender
- Survey outcomes (pupil, staff, parent, governor)
- Local and national information
- Any other relevant information

7: Our School's Equality Priorities

Key priorities for action

Objectives are set as part in response to evidence collected during the year. An Action Plan will be drawn up in response to the evidence collected as outlined in Section 8.

Achievements to date:

Disability:

- Installation of disabled access toileting facilities
- Ramp for access into the school
- Hearing loop installed
- Training for all staff for children with hearing impairments

Gender

- Close monitoring of pupil tracking data
- Girls only football club
- Participation in the girls' football tournament 2014-2015, 2016-2017, 2017-2018, 2018-2019
- Participation in the girls' football league 2018-2019

Race

- Close monitoring of pupil tracking data

8: Action Plan

| Equality Strand | Objectives | Measurable success indicator | Who is responsible for implementing? | Timing |
|---------------------------|---|---|---|--------------------|
| All | Publish and promote the Equality Plan through the school website, newsletter and staff meetings | Website review indicates compliance | Headteacher / GB | Ongoing |
| All | To diminish any identified differences in attainment for disadvantaged pupils, setting challenging targets for at least expected progress | Pupils from identified groups make at least expected progress | Headteacher / GB / SENCO / SLT / Teaching staff | Termly |
| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability | Learning walks, lesson observations, work and planning scrutiny, pupil voice interviews, Governor visits | Headteacher | Ongoing |
| All | To further increase multi-cultural resources, including those used to support CIL and music but to also include books within the reading scheme and resources used to support the teaching of English | Learning walks and observations, work and planning scrutiny, Governor visits. Within the rolling programme, every age phase will have exposure to multi-cultural arts | Teachers | Ongoing |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability. | 60% of displays reflect diversity in terms of race, gender and disability. | Headteacher and SLT | Ongoing |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. | Incidents are recorded appropriately. Figures are reported to the Governing body on a termly basis. | Headteacher / GB | Termly GB meetings |

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| Gender Equality Duty | Introduce initiative to encourage girls to take up sport outside the curriculum requirements to make participation rates more reflective of the school population. | Increase participation of girls in sports clubs and out of school sport activities by 10% | Teachers | 2021-24 |
| Community cohesion | To further increase opportunities for visitors from different cultures and faiths as part of curriculum topics. Cultural events should be celebrated throughout the year to increase pupil awareness and promote understanding of different communities e.g. Diwali, Eid, Christmas. | RE and PSHE assessments (Jigsaw) Assembly themes Governor visits | Member of staff leading on PSHE and RE | Ongoing |