

Woodhall School

EQUALITY

2022 – 2025.

Agreed at the Full governors meeting on the
To be reviewed by

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1: Vision and Values Our equality vision and the values that underpin school life

School Mission Statement

To enable all concerned with the school, children and adults, to experience and celebrate success and to achieve to the highest standards.

Our Values

At Woodhall, we value and celebrate every single child, and we have high expectations of all pupils. Through a positive learning culture, we encourage pupils to develop enquiring minds and a 'can do' attitude to all aspects of the curriculum. We strive to develop skills for lifelong learning; encouraging children to become resilient and confident and to achieve their very best, regardless of their starting points. We value equality and celebrate diversity; we recognise and respect our differences to create an all-inclusive atmosphere. Woodhall is a very happy and caring school where every child and every family matters. We value the support and commitment of parents and carers and know that parents/carers taking an active interest in a child's learning is one of the best ways to help a child succeed in every way. We offer a range of opportunities to work in partnership, including family learning opportunities, open classrooms, assemblies and of course, our 'Friends of Woodhall' group.

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 pupils 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 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 In particular 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.

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 opportunities, responsibilities and experiences of later life. In particular we will aim to ensure that experience in school reflects the multicultural world in which we now all live and that children in the school will learn respect for others whatever their culture. Woodhall School aims to be a cohesive community without the barriers of disability, gender, and race.

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

- positive attitudes towards disabled people, good relations between disabled and nondisabled 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.

Curriculum:

The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Special needs:

A number of children has particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities as inclusively as possible.

Recognising difference:

Through appropriate curricular provision, we respect the fact that children

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

As an employer:

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.

Transparency and consultation:

We will publish the key elements of the Equality Scheme. We will also publish quantitative and qualitative information showing compliance with the Public Sector Equality Duty (see Section 3 of this Scheme).

We will keep our equality objectives under review and report annually on progress towards achieving them. We will consult and try to involve widely to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones

2: School Context

The children in our care come from a range of socio-economic and cultural backgrounds. We are a one form entry school with 8 classes. The building is wheelchair accessible. There are three accessible toilets and a stair lift to move from the entrance hall to Year 5 and 6, and the ICT room.

Woodhall School contains a rich cultural diversity amongst its population.

White - British (70.5%), White – any other White background (9.6%), Mixed - any other mixed background (3.6%), Asian or Asian British - Indian (4.2%), Black or Black British - African (4.2%). Our school has 10 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

The number of pupils eligible for:

- FSM = 32%;
- EAL = 18% (2017 national 21%)
- SEN support =21% (2017 national 12.2%)
- School deprivation indicator =0.3% (top 40% of all schools)

In 2017/18, the rate of overall absence (6.00%) was above the national average for schools with a similar level of deprivation 4.38%).

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:

We have a statutory duty to carry out our functions with 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 (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) 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, as appropriate), 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

Community Cohesion

In addition to addressing the duties outlined above, Woodhall is committed to taking action on other equality strands to ensure that pupils understand others' cultures and value diversity, whilst at the same time promoting shared values and developing the skills of participation and responsible action.

We are committed to following DfE guidance in providing teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity of the immediate society and of the broader world that surrounds them.

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 term, 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.

Responsibility for Key person Single equality scheme: Headteacher
Disability equality (including bullying incidents): Headteacher (including bullying incidents) and SENCo

Accessibility: Headteacher and SENCo
Gender equality (including bullying incidents): SENCo and Headteacher
Race equality (including racist incidents): Headteacher
Equality and diversity in curriculum content: Headteacher
Equality and diversity in pupil achievement: Headteacher
Equality and diversity – behaviour and exclusions: Headteacher
Participation in all aspects of school life: Headteacher
Impact assessment: Headteacher and Chair of Resources
Engagement /Stakeholder consultation: Headteacher
Policy review: Headteacher
Communication and publishing: Headteacher

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 and other review processes as well as being updated annually. Following this regular impact assessment the whole equality scheme will be reviewed every 4 years.

Publish Information - specific duty to demonstrate compliance with the Public Sector Equality Duty. Woodhall Primary School will publish information annually. 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. Equality information will be available on the school website. We will publish information on:

- evidence of staff training on the Equality Act 2010
- copies of policies, for example the behaviour policy, or anti-bullying policy, or the recruitment policy, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- aspects of the curriculum which explore different cultures and promote understanding of different religions
- involvement with local communities We will also publish annually on the school's webpage
- the links to the relevant government performance tables
- a summary document of equality actions, taking in the preceding year SATs data
- plus an update consisting of impact assessment results, progress made, refinements, amendments, and new actions.

We will also publish the results of the full scheme review every four years; that review will make proposals for future action. Equality information will be available on the school website, in the newsletter and a copy of the full scheme will be available from 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 Policy implementation
 - 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
- Public sector duties
- 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 Policy implementation
 - Ensure the effective communication of the policies to all pupils, staff and stakeholders
 - Ensure that managers and staff are trained as necessary to fulfil the expectations of 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 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
- Public sector duties
- 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 Policy implementation
 - Maintain awareness of the school's current equality policy and procedures
 - Implement the policy as it applies to staff and pupils Behaviour
 - 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
- Public sector duties
- Contribute to the implementation of the school's equality scheme

All pupils/students will:

- Be invited to contribute to consultations and reviews through their voice in the School Council and pupil voice
- Raise issues with teachers which could contribute to policy review and development
- Implement the policy as it applies to pupils
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit of the school's equality scheme

All parents/carers will:

- Be invited to contribute to consultations and reviews
- Raise issues with staff which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit of the school's equality scheme
- Support the school in providing a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme Complying with legal duties

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regards 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.

5: Engagement Involving our learners, parents/carers and others

Engagement – Participation and Involvement

All pupils are engaged with equality issues and concerns through the curriculum, PSHE and religious education, as well as through the general ethos of the school and its high achievement expectations.

Pupils contribute to the development and evaluation of the school's approach through questionnaires, giving their views and through consultations with the school council

All parents and carers will be made aware of the school's approach to embedding equality issues in the school's activities through newsletters, parent drop-ins and discussion. The attitudes and behaviour of staff and through the attitudes of their children.

In keeping with our duties under the disability legislation, we aim to involve a number of staff, parents, pupils and other interested parties in the development of our Disability

Equality Scheme and will endeavour to involve them with the SES (school's equality scheme). More detail is given in the action plan.

Specific actions

We value diversity within the community and we are continuing to develop a culture of trust and openness within our school community. The following are current actions, which we will continue to monitor and support

With charities and professional bodies specialising in needs relevant to pupils or families at the school, for example, Young carer's, Peace Hospice for bereavement, Specific Learning difficulties, Colnbrook Moderate learning difficulty school outreach, Chessbrook educational support for behaviour, and Targeted advice team for social inclusion, DSPL9, all external a with PCSOs and local police to understand local problems and act as necessary.

The Head teacher completes and analyses on line school data. That data is used to compare our figures from year to year to identify trends that may need addressing.

The Head Teacher reports on incidents of harassment and bullying as required by Hertfordshire Education. Where necessary, the Headteacher instigates action to address any underlying issues that may need addressing.

The school governing body and senior leaders collect information regarding staff and pupil headcount by gender, disability age, and ethnicity including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure. The information is analysed in order to show how;

Children and young people with disability have access to educational opportunity to achieve the outcomes of Every Child matters; are included in school activities (curricular and extra-curricular) and are represented in organisations within the school, such as the School Council.

Staff with disability are represented within the various groups of employees.

Key Action; A key aim is to build up trust so that our learners, parents, carers, and other stakeholders feel able to contribute to the development and review of all policies and practises affecting the life of the school and its impact within the wider community. (See action plan) 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

Evaluating the impact in terms of the outcomes All our school policies, functions and procedures 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.

Method;

- Consultation with Disabled stake holders in order that areas for change can be identified.
- Analysis of information from data collection relating to disability and equality
- Tracking of children's progress by gender, disability, ethnicity, free school meals. Faith, EAL and ability when entering school
- Monitoring of behaviour
- Self-Evaluations processes such as Lesson observations, workbook scrutiny etc. We need to identify positive outcomes in order to build on them.

Section 4 of our Equality Scheme, which concerns roles and responsibilities, gives a detailed table showing the staff responsibilities for gathering and monitoring data on an ongoing basis A full report to be sent to the Governors each June.

7: Our School's Equality Objectives Key priorities for action

Achievements to date

- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils. Note: Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs at our school.
- Improved access to whole school for adult wheelchair users.
- Increased access for PPG pupils to school activities and clubs such as guitar, drums,
- Training for staff: Epi Pens training Dec 2018; use of graduate play therapist, whole school prevent training (June 2018).
- Running a diversity week where all children participate and learn about each other's cultures.
- Closing of the attainment gap by the end of KS2

Equality Objectives for 2022 - 2025

Objective	Responsibility	Actions	Success Indicator	Timing	Review Date	Impact
To improve accessibility across the school	Accessibility team +HT	Undertake an accessibility review of the whole school Create a work plan over three years to improve accessibility for all.	Access is improved Staff and pupils confident to move around the school independently.		Review every year.	All staff and pupils are able to access all areas of the school effectively.
To increasingly involve a number of staff, parents, pupils and other interested parties in the development of our equality provision. Build up trust so that our learners, parents, carers, and other stakeholders feel able to contribute to the development and review of all policies and practises affecting the life of the school and its impact within the wider community.	Head and Assistant head SEMH lead governor	Create a working group of staff, learners, parents and governors to investigate and take forward ideas to improve equality access across the school.	Team to meet in Summer Term to discuss equality issues	Ongoing	Annually	All staff, governors, parents and learners actively involved in creating positive change in aspects of equality provision
To refine the school's programme of enrichment – with a focus on opportunities to develop pupils' aspiration and broaden diversity	HT SLT All class teachers and LSPs Governors Pupils Parents	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use assemblies as an opportunity to	Decrease in racial incidents as reported to the governing body.	Ongoing	End of year annually	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons,

		<p>celebrate festivals of a range of cultures and countries. Use events like World Cups, Olympics, WW1 and WW2 events as an opportunity to explore other cultures.</p>				<p>assemblies and staff training.</p>
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