

School Equality Scheme

November 2016

Benington C of E Primary School

Contents

1: Vision and Values	3
2: School Context	4
3: Legal Background	6
4: Roles and Responsibilities	8
5: Stakeholder Consultation	12
6: Impact Assessment	13

1: Vision and Values

Our equality vision and the values that underpin school life

Inspiring pupils to reach their full potential in our Christian family, through trust, equality, respect and care for all.

Our values underpin our school life and permeate all that we aspire to achieve..

2: School Context

The characteristics of our school

- Benington is a smaller than average sized primary school. There are four classes: R/Y1, Y1/2, Y3/Y4 and Y5/Y6.
- The majority of pupils come from a white British background.
- The proportion of pupils supported by pupil premium is below average.
- The proportion of disabled pupils is below the national average.
- The proportion of those with special educational needs is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Characteristic	Total	Breakdown (number and %)
Number of pupils	102	55 - 54 % Female 47 - 46% Male
Number of staff	21	95% Female 5% Male
Number of governors	12	67% Female 33% Male
Religious character		Christian
Attainment on entry	11	Slightly lower than national average
Mobility of school population		Slightly lower than national average
Pupils eligible for FME	4	
Deprivation factor	8.8%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	Show with statements/school action/school action plus
Disabled pupils (no SEN)	0	
BME pupils	10	
BME staff	0	
Pupils who speak English as an additional language	1	
Average attendance rate	97.8%	
Significant partnerships,		After school club

extended provision, etc.		Breakfast club
Awards, accreditations, specialist status		SIAS outstanding Healthy Schools NPQH Placement School School Travel Award University of Hertfordshire placement of students

Current situation

The standard procedures and processes of our school – disability

See Equal Opportunities Policy

The standard procedures and processes of our school – gender

See Equal Opportunities Policy

The standard procedures and processes of our school – race

See Equal Opportunities Policy

The standard procedures and processes of our school – community cohesion

See Equal Opportunities Policy and Community Cohesion Policy

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 duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities

- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4: Roles and Responsibilities

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 12 months, 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	Anja Webb-Ingall - Deputy Head
Disability equality (including bullying incidents)	Anja Webb-Ingall - Deputy Head
SEN/LDD (including bullying incidents)	Anja Webb-Ingall - Deputy Head
Accessibility	Anja Webb-Ingall - Deputy Head
Gender equality (including bullying incidents)	Anja Webb-Ingall - Deputy Head
Race equality (including racist incidents)	Anja Webb-Ingall - Deputy Head
Equality and diversity in curriculum content	Anja Webb-Ingall - Deputy Head
Equality and diversity in pupil achievement	Jenny Stevens – Head Teacher
Equality and diversity – behaviour and exclusions	Jenny Stevens - Headteacher
Participation in all aspects of school life	Jenny Stevens - Headteacher
Impact assessment	Jenny Stevens - Headteacher
Stakeholder consultation	Jenny Stevens - Headteacher
Policy review	Anja Webb-Ingall - Deputy Head
Communication and publishing	Jenny Stevens - 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 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 consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

Policy Development	Governors will: <ul style="list-style-type: none">• 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
Policy Implementation	
Behaviour	
Public Sector Duties	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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)

Policy Development	Headteachers and senior staff will: <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• 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
Policy Implementation	
Behaviour	
Public Sector Duties	<ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Ensure that the school carries out its statutory duties effectively

Policy Development	Line managers will: <ul style="list-style-type: none">• 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
Policy Implementation	

- Behaviour
- 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)

- Public Sector Duties
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Policy Development
- Contribute to consultations and reviews
 - Raise issues with line managers which could contribute to policy review and development

- Policy Implementation Behaviour
- 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

- Public Sector Duties
- Contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

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 involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan for timeline and detail).

Disability : consultation with school council, governors and staff

Gender : consultation with school council, governors and staff

Race: consultation with school council, governors and staff

Community cohesion: consultation with school council, governors and staff

6: Impact Assessment

Evaluating the impact in terms of the outcomes

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 twice a year, in January and July.