



South Hill Primary School Equality Scheme

South Hill Primary School

2020-2024

1: Vision and Values

Our equality vision and the Values that underpin our school life:-

School's Values

Our Vision

South Hill Primary school builds the leaders of tomorrow. It nurtures young people who are happy, resourceful, reflective, caring and resilient; who develop a lifelong love of learning and who celebrate diversity, collaboration and excellence in all aspects of our school community.

Our Aim

We aim to enable our pupils to develop skills and knowledge as independent learners in a cooperative environment in which everyone is valued as part of our school community. We aim to nurture confidence and resilience in all our pupils.

Our Beliefs

We believe that each person is of equal importance, we recognise their personal strengths and qualities and these are nurtured and celebrated.

Partnership

We value a partnership between school, parents and the community and understand the importance of teamwork and shared responsibility.

We aim to:

'build the leaders of tomorrow; young people who are happy, resourceful, reflective, caring and resilient; who develop a lifelong love of learning; and who celebrate diversity, collaboration and excellence in all aspects of our school community.'

Guiding Principles

Principle 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.

Principle 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.

Principle 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.

Principle 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.

Principle 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.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals 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. We consult and involve:

- 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.
- Gay people as well as straight.

Principle 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
- gay people as well as straight.

Principle 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.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved

The objectives which we identify take into account 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 (July 2020)

A brief description of our school and its community setting.

Characteristic	Total	Breakdown (number and %)
Number of pupils	413	52% male / 48% female
Number of staff	67	91% female / 9% male
Number of governors	10	80% female / 20% male
Religious character		23%C / 4%H / 6% M / 5% Other
Attainment on entry		Broadly average
Mobility of school population	14 in/14 out	In year so far
Pupils eligible for FME	14.5%	
Deprivation factor		Below Average
Disabled staff	0	
Disabled pupils (SEND)	15%	
Disabled pupils (no SEN)	0.2%	
Looked After Child	1	
BME pupils	24%	
BME staff	7%	
Pupils who speak English as an additional language	17%	
Average attendance rate	94%	September 2019 – March 2020
Significant partnerships,		South Hill Centre, DESC, Boxmoor Church, Gade

extended provision, etc.		family Support, DSSN,
Awards, accreditations, specialist status	0	Wellbeing Mark, Eco Schools Mark, Arts Mark being completed

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our 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 the school's provisions are:

- age (applicable for staff)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership* (applicable for staff)

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 they offer to the same extent that a pupil without a disability can. At South Hill 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.

Community Cohesion

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

4. Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

Responsibility for	Key person
Single equality scheme	Jo Wellbelove/Leah Wren
Disability equality (including bullying SEN/LDD (including bullying incidents)	Jo Wellbelove/Leah Wren
Accessibility	Co-Heads and Site Manager
Gender equality (including bullying incidents)	Co-Heads
Race equality (including racist incidents)	Co-Heads
Equality and diversity in curriculum content	Co-Heads
Equality and diversity in pupil achievement	Co-Heads
Equality and diversity – behaviour and Participation in all aspects of school life	Co-Heads
Impact assessment	Leah Wren and Assessment Subject Leader
Stakeholder consultation	Co-Heads
Policy and Scheme review	Governing Body of South Hill Primary School
Communication and publishing	Co-Heads

Commitment to implementation:

The Co-Heads retains overall responsibility for ensuring that the action plan is delivered effectively.

Periodically, managers and key staff will report to the Head teacher on actions and progress.

Periodically 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.

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 impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish:

At South Hill we are committed to sharing information about our equality scheme as broadly as appropriate. We will summarise, plus and update periodically including the impact assessment results, progress made refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action. We have a specific duty to demonstrate compliance with the public sector equality duty.

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 South Hill equality information will be available on the school website.

The school operates equality of opportunity in its day to day practice in the following ways:

■ Teaching and learning:

We aim to ensure that all pupils have access to excellent teachers with a diverse and faith enriched curriculum.

■ Admissions and exclusions:

We aim to ensure that all pupils are admitted to our school following our admissions policy and that all exclusions are recorded accurately and all stakeholders involved treated fairly with the safety of all of our children paramount.

■ Equality and staff:

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 regard 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. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

Commitment to action

Governors will:

- | | |
|--|--|
| Policy Development Policy Implementation | <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 Head teacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community |
| Behaviour | <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 |
| Public Sector Duties | <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) |

Head teachers and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | <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 |
| Policy Implementation | <ul style="list-style-type: none"> ● 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 |
| Behaviour | <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
	<ul style="list-style-type: none"> • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<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
Policy Implementation	<ul style="list-style-type: none"> • 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
Behaviour	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme
	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 will continue to consult various stakeholders on this scheme and on our policies.

The development of this Policy and scheme has been inclusive of our School Community and is in line with The Equality Act 2010. It has taken into account the protected characteristics listed under this Act.

6. Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will have equality impact and will be 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 each year.

Therefore, with the use of Equality Impact Assessments (EQIA's) we analyse the effects of policies on certain protected groups such as boys, or children with FSM. We collect data using Raise Online and other School Based Logs to inform our decisions and objectives. These feed into our School Self Evaluation which monitors the context of our school and the needs of our stakeholders and how well we are meeting everyone's needs.



South Hill School Equality Scheme Action Plan 2020-2021

Target	Objectives	Actions to be taken	Responsibility	Success Criteria	Review July 2021
<p>To continue to promote an inclusive community and commitment to Equality of all at South Hill School.</p> <p>Protected Characteristic: ALL</p>	<p>-The South Hill way supports inclusivity</p> <p>-The new tailored RSE scheme and PSHE scheme promotes this</p>	<p>-Pupil voice</p> <p>-Parent voice</p> <p>-Staff voice</p>	<p>Governors</p> <p>Co-Headteachers</p> <p>Teaching and Learning AH</p> <p>SLT</p> <p>Whole School</p>	<p>The pupils, parents, governors and staff will know that SHS is committed to the Equality Duty.</p>	
<p>To adapt the curriculum to support a more diverse multi-cultural curriculum.</p> <p>Protected Characteristic: Race</p>	<p>-To ensure there is a more diverse curriculum at SHS</p>	<p>-Staff to amend Long Term Plans to ensure there is equal coverage of historic figures that is diverse</p>	<p>Co-Headteachers</p> <p>SLT</p> <p>Subject Leaders</p>	<p>Pupils will access a wide variety of curriculum learning from a wide multi-cultural perspective</p>	
<p>To maintain the annual accessibility plan to anticipate and meet the needs of children with disabilities</p> <p>Protected Characteristic: Disability</p>	<p>-The needs of pupils with disabilities are planned for appropriately</p>	<p>-Update the accessibility plan annually.</p> <p>-Share key information with relevant staff</p> <p>-Liaise with the site manager with regards the physical layout and environment</p> <p>-Refer to relevant professionals where needed</p>	<p>Co-Headteachers</p> <p>INCO</p> <p>Site Manager</p> <p>Governors</p>	<p>The Accessibility plan will be updated annually and shared with governors and pertinent staff members.</p> <p>All pupils with disabilities will be able to access the school environment.</p>	
<p>To improve the physical environment for pupils with SEN or emotional needs.</p> <p>Protected Characteristic: Gender, SEN, Race, Age,</p>	<p>-Areas of the school will be used as safe zones for pupils</p> <p>-Nurture room, Magpie room, Nurture club will be developed to support pupil needs</p>	<p>-Rooms/areas ready for use</p> <p>-Pupils able to identify safe zones</p> <p>-Specific areas clear to pupils</p>	<p>-INCO</p> <p>-Site Manager</p>	<p>Pupils will feel safe and know where to go in moments of crisis.</p>	
<p>To ensure quality access to the curriculum for pupils with SEND.</p>	<p>-Greater number of pupils meeting ARE (Age-related Expectations) or making progress</p> <p>-Funding to support</p>	<p>-INCO/SLT to monitor teaching and learning through learning walks, book monitoring and pupil progress meetings.</p>	<p>INCO</p> <p>Co-Headteachers</p>	<p>Greater % of pupils meeting ARE or making progress.</p> <p>All pupils are engaged in</p>	

<p>Protected Characteristic: Gender, SEN, Race, Age,</p>	<p>children's needs -Staff meetings, CPD for all staff to ensure all pupils are engaged</p>	<p>-Pupil voice -Adapt curriculum to support the needs of all pupils</p>		<p>learning opportunities.</p>	
<p>To ensure pupils with a diagnosis, emotional concerns, vulnerable pupils feel positive about school and access the curriculum Protected Characteristic: Gender, SEN, Race, Age,</p>	<p>-Work with external agencies to support the needs of all pupils -The right support for all is provided</p>		<p>INCO External Agencies</p>	<p>Pupils/parents feel safe and access the correct support networks</p>	
<p>To build a mutual understanding between religious groups. Protected Characteristic: Religion</p>	<p>-Staff to plan appropriately using RE scheme -Religions explored and values shared in assemblies</p>	<p>-RE planned to support an understanding of different religions -RE week Summer term sharing different religions</p>	<p>RE Leaders Co-Headteacher All staff</p>	<p>Children will be more knowledgeable about different religions.</p>	
<p>To ensure the progress and attendance of pupils of all ethnic groups, PPG groups and SEN groups Protected Characteristic: SEN, Race, Socio-economic,</p>	<p>-Analysis of data -No gaps in learning when book monitoring</p>	<p>-Analyse attendance data -Deliver advice to support pupils and adults with attendance -Pupil progress meetings to plug gaps in learning</p>	<p>Attendance Lead/INCO School office Teachers Co-Headteachers</p>	<p>Attendance and progress remains high for all groups of pupils. All parents engage with expectations of the school.</p>	
<p>To analyse CPOMs for Behaviour incidents relating to racist incidents and or repeated incidents/bullying</p>	<p>-Analysis of incidents take place termly</p>	<p>-Analyse CPOMS -Training for staff to support clear expectations</p>	<p>Assistant Headteacher Co-Headteachers</p>	<p>Pupils feel safe and secure at school.</p>	