



# **School Equality Scheme**

2018 -2019

Ashfield Junior 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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At Ashfield School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. 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 achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ashfield School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Guiding principles

In fulfilling the legal obligations in section 3, we are guided by the following principals:

#### 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 (principle 8) and the engagement in which we have been involved (principle 7). 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

#### A brief description of our school and its community setting

Ashfield is a 2 form entry Voluntary Controlled school with no affiliation to the Church. The school is 173 years old (1845-2018) and is set on the side of a hill in between Bushey Village and Bushey Heath. Bushey Village itself has retained its village feel, in spite of being so close to Watford. The land occupied by the buildings is owned by the Ashfield Foundation, while the playgrounds and playing fields are the property of the Local Authority. Accommodation is a single story building on 6 different levels. This makes for an interesting site, but can cause challenges for pupil mobility.

There are currently 234 children on roll, with 5% of children entitled to free school meals. 34% of children are from minority ethnic backgrounds with no one group over-represented. After "White-British", the next largest group is "White-other". Between us we speak 20 different languages. There are 26 children on the SEN register.

Characteristic	Total	Breakdown (number and %)
Number of pupils	233	49% Female 51% Male
Number of staff	26	88% Female    12% Male
Number of governors	9	78% Female    22% Male
Religious character		Non-denominational
Attainment on entry		Above average
Mobility of school population		Low
Pupils eligible for FME	13	6%
Disabled staff	0	
Disabled pupils (SEN/LDD)	12	7 boys, 5 girls
Disabled pupils (no SEN)	15	8 boys, 7 girls
BME pupils	95	41%
BME staff	3	12%
Pupils who speak English as an additional language	55	24%
Attendance	96.4%	
Significant partnerships, extended provision, etc.		Queens' Schools Sports Partnership SW Herts Partnership
Awards, accreditations, specialist status		Healthy Schools Eco-Schools Gold Artsmark



## 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
- marriage and civil partnership (for staff only)



## Disability

At Ashfield School 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

At Ashfield we believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.' (The Diversity and Citizenship Curriculum Review, February 2007)

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

At Ashfield we are committed to working towards a harmonious society; one where we all feel valued and respected irrespective of background and personal circumstances, one where all feel they belong. This is reflected in our vision and values built up by all the members of the school community.



## 4: Roles and Responsibilities and Publish Information

### Chain of accountability

The Governing Body, 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 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 & Inclusion Co-ordinator
SEN/LDD (including bullying incidents)	Inclusion Coordinator
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Key Stage Leaders
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
Engagement /Stakeholder consultation	Headteacher
Policy review	Headteacher & Inclusion Coordinator
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

### Commitment to publish

At Ashfield School we 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.

At Ashfield School we will publish information annually on our 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 staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Highlight good practice, individual staff and pupils
- Provide mechanisms for the sharing of good practice
- 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)
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- 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
- 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

The school operates 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 contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- 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 in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

**Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

**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.



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## 5: Engagement

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### Involving our learners, parents/carers and others

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We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, Parent Focus Group and SEND Parent Focus Group meetings, and parent-consultation meetings
- Input from staff through staff meetings and INSET
- Feedback from the school council, PSHE lessons, HRBQ survey on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress relating to Personal Provision Maps (PPMs) / Pupil Passports / mentoring and support
- Feedback at Governing body meetings

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.



## 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.

At Ashfield we analyse:

- Arbor Reports and internal tracking data to assess the impact of our policies on all groups of learners
- Accident and incident reports
- Pupil and parents surveys
- Comments and reports from staff and governors meetings
- Monitoring of lessons, playtimes, lunchtimes and after school clubs
- Responses and opinion of our school council
- Class diaries and behaviour records



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## 7: Our School's Equality Objectives

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Key priorities for action

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### Equality Objective for 2018 - 2019:

To ensure that equity is prioritised in every aspect of school life so that children have the greatest opportunities to be successful.



## 8: Setting Equality Objectives Action Plan

### Making progress on equality issues -2017-2018 Objective and Review

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To ensure a co-ordinated, consistent and comprehensive approach to support children diagnosed with Autism (ASD) as well as those children who have traits of ASD or social and emotional needs which would benefit from the strategies and approaches used to support children with ASD.	disability		A		To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.	All staff, led by INCo (Autism Lead)	AET Level 1 training implemented by all staff – all staff will know and understand the 4 key areas of difference. Evidence the School Offer for Autism is being implemented on a daily basis through obs, pastoral evidence etc. Evidence from the School Autism Review & improvement plan that standards are being addressed as a whole staff.	Sept 2017	July 2018

**Review notes:**

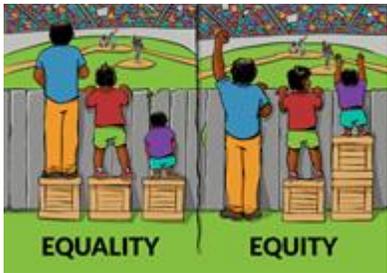
All staff completed the AET Level 1 training in Autumn 2017, focusing on the 4 key areas of difference and these areas are discussed and explored further when discussing specific children (whether they have a diagnosis or not). SEND Pupil Passports introduced for all children with ASD, social communication difficulties or anxiety. School Autism Review is ongoing and has been aligned to the Autism Quality Offer. The Autism Lead (Louisa Smyth) is leading the review alongside the Hertfordshire SEND Quality Benchmarking Tool (all 5 outcomes will be reviewed by July 2019).

Outcomes:

- Greater understanding amongst all staff, as to understanding the 4 key areas relevant to ASD. More of a balanced dialogue in discussions about children, rather than heavily SENCO led.
- Evidence through introduction of SEND Pupil Passports that, as a school, we are supporting the needs of ASD children more effectively. This has been documented through increased Pupil Voice and responding to individual needs more readily.



Making progress on equality issues -2018-2019 Objective

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
<p>To ensure that equity is prioritised in every aspect of school life so that children have the greatest opportunities to be successful.</p> 	disability				To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.	All staff, led by INCo & Headteacher	<p>Reasonable adjustments clearly indicated on the Overcoming Barriers framework and consistently implemented.</p> <p>All staff to clearly understand, and demonstrate in their practice, the difference between equality and equity.</p> <p>For children to recognise equity as 'giving everyone what they need to be successful.'</p>	Sept 2018	July 2019