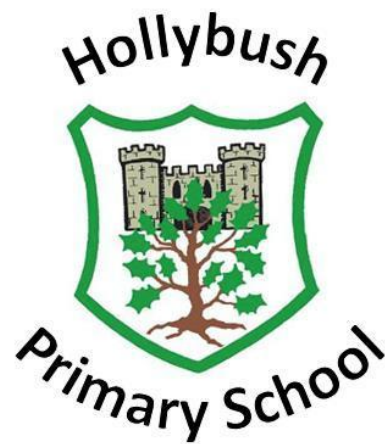




School Equality Scheme

2023 - 2027

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1: Vision and Values

Our Vision

All members of the school community will be leaders. We will lead our own behaviour, learning and relationships. We will be trustworthy. We will support others to be the best they can be and we will be proud of our joint achievements.

We will refer to what has gone before and we will build hope for the future but the main aim of our curriculum will be to teach children what they can achieve in the here and now. What we teach will include the National Curriculum but will not be limited to it.

We will set the highest expectations. We believe that children can learn more than we can teach them. We will support them, empower them and trust them. We will not aim to give children all the answers, but we will help them to ask the best questions.

We will provide an environment where children can be themselves and can express their curiosity, imagination and individuality. Children will not be confined by their environment. The environment will be adapted to meet the needs of the children rather than the other way round.

Our community is everyone who connects with the school in any way, including online. We see parents, carers and wider families as partners. Sometimes they need our support and sometimes we need theirs. We expect our relationships to be founded on trust and mutual respect.

The welfare of each and every child will be at the centre of all our interactions with our community.

Our School Values

We will be generous

- We are generous in our thoughts, our words and our actions.
- We believe that everyone deserves respect and we treat everyone without prejudice regardless of their prior learning, race, religion, economic status, reputation or any other individual characteristic.
- We share whenever we can, whether it be our resources, our compassion, our gratitude or our ideas.
- We look for the best in everyone and we do not jump to conclusions about other people.

We will have enquiring minds

- If we have a problem, we try to solve it.
- We try different strategies and approaches and we work with others to overcome our difficulties.
- We ask for help when we need it and we do our best to help others when they need it.
- We always seek to understand others and we are not afraid to question things that we don't understand

We will be excited

- We have a positive outlook.
- We look forward to our learning, to our success, to the success of others and to our future.
- We grab opportunities with both hands and we do not allow setbacks to dampen our spirits.

We will learn together

- We recognise that we learn more when we share ideas and develop our thinking together.

- We welcome the suggestions of others and we don't mind if someone makes a mistake.
- We know that collaborating is not the same as copying or cheating and we are open to others learning from us.
- We know that we learn in everything we do and we do not confine our learning to the classroom or to curriculum subjects.

We will be kind

- We care for each other and we don't hurt each other, either with our words, our actions or our intentions.
- We are kind to ourselves and we look after ourselves.
- We eat healthily and exercise our bodies as well as our minds.
- We do not put ourselves or others down.
- We know that we deserve success and we help others to know that they deserve it too.

In fulfilling the legal obligations in Section 3, we are guided by the following 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 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.

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

Characteristic	Total	Breakdown (number and %)
Number of pupils	216	100 (46.3%) female 116 (53.7%) male
Number of staff	33	30 (90.9%) female 3 (9.1%) male
Number of governors	7	5 (71.4%) female 2 (28.6%) male
Religious character	None	N/A
Attainment on entry		Broadly average
Mobility of school population	82.4	Broadly average
Pupils eligible for Pupil Premium including CLA	44	Representing 30.1% (including EYFS PP)
Children Looked After	0	
Deprivation factor	0.18	Broadly average
Disabled staff		

SEND Pupils		1 disabled pupils with SEN 0 statemented children 2 EHC Plan 30 SEN Register
BME pupils	16	7.4%
BME staff	3	9.1%
Pupils who speak English as an additional language	8	3.7%

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:

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

Disability

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

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

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.

Community Cohesion

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.

4: Roles and Responsibilities and Publishing Information

Chain of accountability

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.

The Governing Body will:

- Ensure that there is an Equality Policy in place and review its content and efficacy regularly
- Provide leadership and support and ensure the accountability of the Senior Leadership team in communicating and implementing the Equality Policy
- Assess the impact of the policy on the standards attained by different groups within the school. Make reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender
- Plan to increase over time the accessibility of the school to disabled staff, pupils, parents and members of the community
- Receive feedback as part of the Headteacher's report and question school practice
- Celebrate good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers and staff
- Give due regard to its own members and recruitment of new governors
- Ensure that the school carries out its statutory duties and provides the required reports to the LA
- Ensure the application of the admissions policy

Senior Leadership will:

- ensure the place of equality within the School Development Plan
- ensure that the "Equality Policy" and procedures are regularly reviewed and kept up-to-date, consulting with staff and stakeholders and ensuring effective communication
- ensure that the governors are provided with an annual report, including provision of 'returns' to the LA
- oversee the effective implementation of the policy, holding staff accountable
- ensure that staff and managers are trained as necessary to carry out the policy
- provide appropriate role models for all staff, pupils and stakeholders, leading by example and praising or challenging behaviour as necessary
- record and deal with incidents of racism, bullying and other cases of inappropriate or discriminatory behaviour

- coordinate the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in the core and foundation subjects and highlight good practice
- provide opportunity for resources to be ordered to support this policy
- apply equal opportunities legislation and guidance in the school's appointment process and general procedures
- monitor performance by groups of children in their subject either through analysis or discussion with other staff
- continue to monitor and formulate Access Plans and Action Plans covering Race Equality, Gender Equality and Disability Equality, in conjunction with the governing body

Class teachers will:

- ensure the implementation of this policy and the Action Plans within the classroom and in their own dealings with staff, pupils and the school community
- contribute to consultations and discussions about equal opportunity issues
- monitor their own procedures and routines to ensure that pupils are treated equitably
- refer incidents and concerns, where appropriate, to the headteacher

All school staff will:

- set an example to pupils in terms of their treatment of one another and display of respect, fairness and understanding towards the beliefs and cultures of others, following both the letter and the spirit of this policy
- ensure that policies and procedures are implemented according to the equality policy
- be vigilant for incidents of racism, sexism and prejudice and act upon them
- encourage pupils to try new activities challenging stereotypical roles and prejudice

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

Commitment to publish

At Hollybush Primary School we are committed to sharing information about our equality scheme as broadly and transparently as appropriate. To this end, we will publish information annually in the form of a short evidenced account of our equality priorities and work, with an indication of key trends and issues. This will be available on the school website.

- Evidence of staff training on the Equality Act 2010
- Copies of policies
- Aspects of the curriculum which explore different cultures and promote understanding of different religions
- Involvement with different communities
- Links with other schools which enable pupils to learn about children from different backgrounds
- Focus groups and initiatives to explore and improve relationships between different groups in the school community.

Commitment to action

Our 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)

Our Headteacher 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 line managers accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from departments, 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

Our Senior Leadership Team 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 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 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

All pupils will:

- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.

All Parents/carers will:

- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.

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.

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

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 welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities including staff, pupils, parents and others with particular interests in the development of this scheme.

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

Evaluating the impact in terms of the outcomes

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.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

- We value more qualitative information which may be given to us through a variety of mechanisms (Analysing School Performance (ASP) etc). We conduct student voice activities such as pupil questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Commissioned services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Disability All classrooms have an access point which is disability compliant. There are disabled toilets in place in the school. Key staff are trained to deal with the specific needs of children with a disability in school to ensure they can access the curriculum appropriately.

Gender Close monitoring of pupil tracking data and end of Key Stage data to analyse and identify any issues relating to gender.

Race Our curriculum is becoming more reflective of the ethnic diversity in our school. We have written our own schemes of work and knowledge organisers which move away from the stereotypical approach to the curriculum promoted through less forward thinking schemes. Children learn about historical figures who are people of colour and study works of art, books, music etc. written by people who are not white Europeans. There is further work to be done in some areas of the curriculum, eg, maths, science and PE, to reflect the contributions to society of people of colour.

Other There is a large amount of community involvement in the school in many areas.

Our equality objective-setting process has involved gathering evidence as follows:

- *Analysis of ASP and Internal Assessment monitoring data for all children*
- *Feedback from annual questionnaires – parents, staff and children*
- *Evaluations from parent information evenings*

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Share the school's Equality Scheme with all stakeholders to promote shared understanding and collaborative action	All
2. Develop a model of curriculum delivery centred on the School Values	All
3. Eliminate any attainment and progress gaps between boys and girls throughout the school	Gender

4. Increase children's and parents' understanding of SEND including 'hidden' conditions such as Autistic Spectrum Disorders, Specific Learning Difficulties, ADHD, anxiety and depression	Disability
5. Increase children's understanding of their place in multi-cultural Britain and build upon mutual understanding between religious groups and non-religious groups and between people of different races and cultures	Race, Religion
7. Eliminate any attainment and progress gaps between disadvantaged children and non-disadvantaged children throughout the school	Socio-economic

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	General Duty	Actions	Responsibility	Measurable success Indicator	Timing	Review date
Share the school's Equality Scheme with all stakeholders to promote shared understanding and collaborative action	All	Principle 6: We consult and involve widely	Share at meetings with staff, parents and Governors Publish on school website	HT and SLT	All members of the school community will be aware of the Equality Scheme and will have improved understanding of their duties under it.	January 2023	January 2024
Continue curriculum development so that all subjects recognise and celebrate the achievements of minority groups	All	Principle 3: We foster positive attitudes and relationships	Subject leaders to audit planning tools to ensure proportionate representation of minority groups.	All staff	Minority groups and their positive contribution to science, maths and the arts - as well as community and society - are recognised and celebrated	SDP 2023-25	September 2024
Use of Arise to support staff training and work with children/parents to address racist views and stereotypes	Race	Principle 5: We aim to to promote understanding between people of difficult races and cultures	Workshops and meetings to be organised with Arise	HT and SLT	The are no racist comments made in school - or outside of school by Hollybush children. Children of all races and cultures feel respected, listened to and understood.	SDP 2023-25	January 2024
Development of an anti-racism policy and action plan	Race	Principle 5: We aim to to promote understanding between people of difficult races and cultures	Work with the Local Authority (Great Representation) to plan and implement anti-racist strategies	HT and SLT	The are no racist comments made in school - or outside of school by Hollybush children. Children of all races and cultures feel respected, listened to and understood		
Eliminate any attainment and progress gaps between boys and girls throughout the school	Gender	Principle 5: We aim to reduce and remove inequalities	Track attainment and progress of boys and girls and use action planning at class, Key Stage and Whole school level to address gaps	All staff	Reduced performance gap between boys and girls across the school	Ongoing	Annual from January 2023

Increase children's and parents' understanding of SEND including 'hidden' disorders such as Autistic Spectrum Disorders, Specific Learning Difficulties, ADHD, anxiety and depression	Disability	Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging Principle 1: All learners are of equal value	Neurodiveristy focus activities for children (assemblies, PSHE lessons KAPOW SoW) and for parents through workshops and meetings.	All staff	Whole school community has a better understanding of how to interact with children with SEND Children with SEND and their parents feel more accepted and less stigmatised by the community There is less call from the community for children to be 'punished'/excluded for behaviour caused by neurodiveristy	Ongoing	January 2024
Increase children's understanding of their place in multi-cultural Britain and build upon mutual understanding between different religious groups and non-religious groups and between people of different races and cultures	Race, religion and belief	Principle 2: We recognise and respect difference	Plan opportunities for children, parents and the wider community to learn about different cultures, faiths and religions through accessing experts and sharing experiences	All Staff	Increased awareness of different cultures and religions in the school and wider community. Eliminate prejudicial language and incidents of anti-social behaviour relating to these protected characteristics	Ongoing	Annual from January 2024
Eliminate any attainment and progress gaps between disadvantaged children and non-disadvantaged children throughout the school, especially those which have widened as a result of the Covid 19 pandemic	Socio-economic	Principle 5: We aim to reduce and remove inequalities Principle 1: All learners are of equal value	Track attainment and progress of PPG and non PPG children and use action planning at class, Key Stage and Whole school level to address gaps. Explore and review through pupil progress meetings and share with Governors	All staff	Reduced performance gap between PPG and non PPG children	Ongoing	Termly