



Ickleford Primary School Equality Scheme

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1: Vision and Values

Our equality vision and the values that underpin school life.

Ickleford School aims:

- To provide a happy, secure and stimulating environment, that challenges and encourages each child to achieve to the best of their ability.
- To treat each child as an individual taking into account varying needs and abilities so that each achieves to his or her full potential
- To provide a wide and balanced curriculum guided by the requirements of the National Curriculum and Early Years Foundation Stage, to which all have equal access, so that each child is equipped with the skills necessary for his or her future
- To work alongside the child's family, enabling us to provide the best education possible
- To encourage self-confidence, self-discipline and independence of learning
- To encourage each child to be respectful of others, regardless of age, ability, race, creed or gender and to foster respect for his/her environment

To achieve this we:

1. Respect the human rights of all our pupils and educate them about equality.
2. Work to promote positive attitudes to disability, by enabling all people involved in the school community to contribute to and 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 to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect and value the linguistic, cultural and religious diversity which exists in our school and the wider community.
7. Respect the equal rights of our staff and other members of the community.
8. Regard parents as an integral part of our community and involve them as much as possible in the life of the school.
9. In particular we 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.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Our school is a Voluntary Controlled Church of England Primary school, situated in a village setting on the outskirts of Hitchin town. The school has a valued place at the heart of the local community. The school has 205 pupils. Most are from a white British heritage and others are from Asian, European and mixed race heritage. The children come from a wide social and economic background and a significant number travel a considerable distance from surrounding areas. The proportion of children with identified learning difficulties and disabilities is above that usually seen. Disability is defined as 'difficulty in carrying out everyday activities' and includes: sensory impairments; mental health difficulties; mobility difficulties; long-term illness such as asthma, diabetes, etc; learning difficulties such as dyspraxia and dyslexia; autistic spectrum disorder.

Some pupils have mobility problems and adaptations have been made to accommodate them and give them access to the full curriculum. A number of children, whose parents work, attend the after-school club.

Characteristic	Total	Breakdown (number and %)
Number of pupils	205	110 (54%) Female 95 (46%) Male
Number of staff	36	33 (92%) Female 3 (8%) Male
Number of governors	15	12 (80%) Female 3(20%) Male
Religious character		Church of England Voluntary Controlled
Attainment on entry		
Mobility of school population		Low
Pupils eligible for FME		8.8%
Disabled staff		0
Disabled pupils (SEN/LDD)		Show with statements/school action/school action plus**
Disabled pupils (no SEN)		0
African Caribbean & White British pupils		15
White British		174
Chinese		2
Indian		3
Irish		3
Any other mixed background		8
Refused		2
Indian heritage staff		1
White any other		1
Pupils who speak English as an additional language		1
Average attendance rate		95.7%
Significant partnerships, extended provision, etc.		Sparklers after-school club,
Awards, accreditations, specialist status		Activemark Award 2007, Artsmark Gold 2003, Healthy Schools Award 2006, OfSTED Outstanding School certificate

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

Headteacher, Pat Salmon, retains overall responsibility for ensuring that the action plan is delivered effectively. Members of the Senior Leadership Team and key staff will report annually to the Headteacher, on actions and progress. Annually, 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	Deputy Headteacher/SENCO*
Disability equality (including bullying incidents)	SENCO
SEN/LDD (including bullying incidents)	SENCO
Accessibility	SENCO
Gender equality (including bullying incidents)	SLT (Senior Leadership Team)
Race equality (including racist incidents)	SLT
Equality and diversity in curriculum content	SLT
Equality and diversity in pupil achievement	SLT
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	SLT
Impact assessment	SLT
Stakeholder consultation	Headteacher
Policy review	All staff
Communication and publishing	Headteacher

*Special Educational Needs Coordinator

Commitment to review

The school equality scheme will be aligned with the SDP (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

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

Governors will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> ● 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 |
| 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) |

Headteacher 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 staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold staff accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all staff and pupils ● Highlight good practice from SLT, 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 | <ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively |
| 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 |

Behaviour	<ul style="list-style-type: none">• 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	<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 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 and Section 2 of the school SEF (school self-evaluation form)).

As part of the school's consultation process, we seek the views of parents and pupils through questionnaires. The results of these are published and a summary included in the school SEF. The results are analysed and action taken to address any issues which arise. In addition to these, we will arrange focus group meetings (eg School Council, Disability Equality Scheme meeting), as part of the overall consultation and impact process.

In addition to the above:

Disability

Disabled people, any person involved in the care of a disabled person or any person interested in the accessibility for disabled people in the school, have been offered the opportunity to participate in meetings to contribute to the school's Accessibility Plan (see Action Plan). They were also invited to give their views on gender and race, so these could inform our action plan.

Gender

The School Council has been consulted on the impact of gender on learning (see minutes of meeting)

Methods of consultation for stakeholder groups will include:

- Surveys
- Questionnaires
- Focus groups

The school will include in any consultation process, questions about disability, gender, race and equality issues (for example, on our school questionnaires). These may be done at separate times; or in separate questionnaires; or in discrete sections of a questionnaire. We will hold stakeholder consultations within each academic year and a report on these will be included in the 3-yearly review.

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 every year.

The following are some of the methods the school uses to assess the impact of the equality scheme:

- Data-gathering
- Statistical analysis
- Observations
- Policy review
- Stakeholder consultation
 - surveys & questionnaires
 - focus groups (including School Council)

7: Our School's Equality Priorities

Key priorities for action

Achievements to date

Disability: Accessibility, throughout the school, for disabled pupils and visitors has been developed in an ongoing programme of building works including disabled toilet facilities, ramps, grab rails, hoists, modified seats, etc. Disabled children have access to the full range of curriculum activities eg all PE activities (including swimming); outdoor adventure residential visits; all offsite visits pertaining to their year group.

After the SENCO received training on ways of supporting children with visuo/motor difficulties, information was shared with the staff and adapted tools were purchased for use in the classes. The SENCO & other members of staff have regularly attended courses to update their knowledge on disabilities such as autism, hearing impairment and ADHD (Attention Deficit Hyperactivity Disorder). Information is disseminated and used to inform practice.

Noise reduction baffles have been installed in the dining room to help improve the satisfaction of pupils and staff at dinner time, especially those with ASC (Autistic Spectrum Condition), hearing loss and unsettled behaviour.

Gender: Girls have opportunities to participate in all physical activity including football. Boys and girls have equal access to all areas of the curriculum. The school carried out a focus group (School Council) to get the children's views on gender equality in school.

Community Cohesion: As part of an Extended Schools initiative, a monthly, Thursday morning drop-in coffee morning for parents has been introduced, led by family support worker. This provides an opportunity for parents to be put in touch with a range of support networks.

Other: Provision mapping has been introduced to the school and sets out the provision for SEN (special educational needs) and G&T (gifted and talented) pupils. Target setting in school focuses on statistics which are broken down into diversity strands and includes disability, gender and race.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1 Boys' writing	School indicator	Gender	We want to continue to focus our efforts on improving boys' writing attainment (particularly the more able boys who should achieve Level 5 by the end of Key Stage 2).
2 Accessibility Plan	Ethos	Disability	An Accessibility Plan was drawn up by SENCO/Deputy Head for 2008-2009: to investigate furniture, layout and routes around room, in order to make lunchtimes calm and the dining room easily accessible to all users. New action plan (Summer 2010): - Review the impact of new tarmac areas in playground. - All staff will look at classroom organisation in order to ensure that there is good accessibility for all children including those with ASC (Autistic Spectrum Condition).
3 Ethnic representation	Ethos	Race	A review of visual material will be undertaken throughout the school, to ensure that all material challenges stereotypes and promotes positive attitudes to difference.
4 SEN Inclusion Development	Ethos	Disability	We want to improve the knowledge and practice of staff in terms of understanding of ASC. This has been scheduled into staff meetings since Autumn 2009. We have one more section to review. Following the completion of this, a further audit of staff understanding and knowledge will be carried out.
5 Policy review	Statutory	All	We want to incorporate a check on equality aspects within our policies and include this in our rolling programme of policy review.

6	Stakeholder consultation	Statutory	Disability Gender Race All	<p>1. The school has invited parents to take part in formal consultation on the development of the Equality Scheme.</p> <p>2. Staff will review pupil/parent questionnaires, new intake questionnaires & DES (Disability Equality Scheme) survey, to check that questions on disability, gender, race and community cohesion are included.</p>
7	Impact assessment	Statutory	All	<p>The school already uses the diversity strands to assess the impact of any initiatives undertaken. We will continue to use this rigorous approach in maintaining our high standards and ensuring all children gain maximum benefit from their time at school.</p>
8	Communication and publishing	Statutory	All	<p>We will update our website to include more explicit reference to our commitment to equality and diversity, tell the community about our equality plans and make copies available on the website.</p>

8: Action Plan

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Progress/objective achieved (√)	Review/impact assessment
1 Boys' writing Higher percentage of more able boys (Level 3 Key Stage 1) are reaching Level 5 (rather than Level 4) in their writing (End of Key Stage 2).	School Indicator	Gender	• Use data to highlight more able boys' achievement in writing	SLT	Done	October 2009 July 2010
			• Staff meeting to discuss what measures could be taken to improve writing	All staff	Done	October 2009
			• Assess impact of initiatives	All staff		September 2010
2 Accessibility Plan • physical improvements to dining room, classrooms and playground Dining room is noticeably quieter, routes around room are	Ethos	Disability	• Monitor current situation in dining room	Head/SENCO/Deputy	Done	Annual review January
			• Review impact		Done (√)	April 2010

	accessible to all users and atmosphere is calm.			<ul style="list-style-type: none"> • Make modifications to playground to provide safe access for all children including ASC • Review impact 	Head	Done (√)	May 2010
	<ul style="list-style-type: none"> • Playground is enlarged allowing more room for all children to play safely. 			<ul style="list-style-type: none"> • Review classroom organisation to provide good accessibility for all children including ASC • Review impact 	All staff		Summer 2010
	<ul style="list-style-type: none"> • Classrooms are organised to provide improved accessibility for children with ASC 			<ul style="list-style-type: none"> • Review Accessibility Plan and draw up new targets 	SENCO/Deputy Head	Done	Summer 2010
3	SEN Inclusion Development Programme	Ethos	Disability	<ul style="list-style-type: none"> • Audit of staff knowledge & understanding of autistic spectrum • Training for SENCO & Y4 teacher on challenging behaviour in children with ASC 	All staff	Done	Autumn 2009
	Improve staff knowledge and practice in relation to ASC			<ul style="list-style-type: none"> • Staff to continue to work through selected units of IDP (Inclusion Development Programme) for ASC • Produce sensory checklist & assess value • Staff to complete record of own learning & adapted practice 	All staff	Ongoing	Autumn 2009
				<ul style="list-style-type: none"> • Provision of training for Teaching Assistants 			Summer 2010

4	Ethnic representation	Ethos	Race	<ul style="list-style-type: none"> Review of visual material to be undertaken throughout the school 	All staff	Reception resources – reviewed. Other classes - review in progress.	Annual reviews: Autumn 2009 Autumn 2010 Autumn 2011
				Ensure that stereotype representation is challenged and positive attitudes are promoted.	<ul style="list-style-type: none"> Regularly review materials 		
5	Policy Review	Statutory	All	<ul style="list-style-type: none"> Check for equality aspects within our policies 	All staff	In progress	Annual reviews: January 2010 January 2011 January 2012
				Policies take account of diversity strands.			
6	Stakeholder consultation	Statutory	Disability Gender Race	<ul style="list-style-type: none"> Review pupil/parent questionnaires, new intake questionnaires and DES survey and modify to include questions on the diversity strands 	All staff	In progress	Annual review: Spring 2010 Spring 2011 Spring 2012
				Parents and other stakeholders' views are acknowledged and represented in school policy and practice.			

7	Impact Assessment Maintain high standards benefiting all children	Statutory	All	<ul style="list-style-type: none"> Continue to use filtered statistics to assess the impact of initiatives in place, following reviews. 	SLT	Ongoing	Bi-annual review: Oct 2009 Feb 2010 Oct 2010 Feb 2011
8	Communication & publishing Communications with the school community are accessible and include explicit reference to our commitment to equality & diversity	Statutory	All	<ul style="list-style-type: none"> Update website to include reference to equality and diversity <hr/> <ul style="list-style-type: none"> Regular updates to website as appropriate <hr/> <ul style="list-style-type: none"> 	ICT coordinator & Administration Assistant	In progress Ongoing	Annual review: Autumn 2009 Autumn 2010 Autumn 2011

May 2010