 <p>Offley Endowed Primary School & Nursery</p>	<h1>Offley Endowed Primary School and Nursery</h1>	<p>Reviewed: Sep 2024 Next Review: Sep 2025</p>
<p>Policy Title:</p>	<h2>Equality Scheme Policy</h2>	<p>Users: Staff, Governors, Parents</p>

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Approved and Adopted by The Governing Body



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1: Vision and Values

Our equality vision and the values that underpin school life

At Offley Endowed Primary School and Nursery we strive to provide a healthy, safe, caring and challenging learning environment where everyone is valued.

We aim to:

- Work in partnership with children, parents, carers and the wider community.
- Engage all children in their learning and help them to prepare for their future.
- Achieve high standards of discipline which are firm but fair.
- Promote our children's understanding of their own and other spiritual, moral and social development.
- Help them become good citizens in a multi-cultural society.
- Create and maintain a secure and stimulating learning environment in an atmosphere of care, trust and mutual respect.
- Deliver a curriculum that offers rich, varied and challenging opportunities encouraging an enquiring mind, creativity and academic achievement.

These aims are underpinned by our distinctive Christian character and values especially: Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness. These values are explored in more detail with the children during lessons and collective worship on a programme of one per half term.

At Offley Endowed School, we believe that diversity is a strength that should be respected and celebrated by all those who teach, learn and visit here.

We are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school, irrespective of disability, gender, sexual orientation, ability, race, religious beliefs or age. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We will endeavour:

- to continue to raise standards and ensure inclusive teaching
 - to provide our pupils with self-esteem and confidence which will enable them to fulfil their potential, regardless of gender or stereotypes.
 - to provide all pupils and staff with opportunities to develop tolerance, respect understanding and empathy to live in a diverse environment and challenge stereotypes.
 - to ensure equal treatment of pupils, employees and any others involved in the school community.
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2: School Context

The characteristics of our school

A brief description of our school and its community setting:

Offley Endowed is a small village school serving the two villages of Offley and Lilley. Most of the children come from these villages but a small number attend school from other areas such as Pirton, Hitchin and North Luton. Offley Endowed is a voluntary aided Church of England school having been endowed to the parish of Offley in 1841.

In recent years the school community has grown significantly from 84 in July 2011 to 159 in September 2023. Over the last few years the number of classes has increased to 6 with the only classes mixed this year in year 4/5 and 5/6.

There are a total of 23 members of staff. These include 9 teaching staff, 10 teaching assistants and 5 further support staff. The school opened a Nursery in September 2019 and we have increased the nursery practitioners from 2 to 3. The curriculum is also supported by 1 PE coach and 2 peripatetic music teachers. The school is led by a Headteacher and supported by an Assistant Head and Senior Teacher.

September 2024 using Census data from Jan 2024

Socio-economic factor:	Percentage: 2021	Percentage: 2022	Percentage 2023	Percentage 2024	3 year trend:
FSM	19.3	19.1	22.2	25.9	Increasing
Minority Ethnic Groups	2.2	3.6	4.4	3.6	Stable
EAL	4.2	3.6	4.4	3.6	Stable
SEN/D	17.5	20.5	20	24.5	Increasing
SEN/D with EHCP/statement	0	0	1	3	Increasing



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 Offley Endowed School we implement accessibility plans which are aimed at:



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- 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.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

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 and to live in a world free of intolerance.

4: Roles and Responsibilities and Published Information

Commitment to implementation : Commitment to action : Chain of accountability

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

Commitment to implementation

The Headteacher, Mr P Edwards, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors' meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEND/LDD (including bullying incidents)	Headteacher and SENDCo
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher and Governors
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher



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Stakeholder consultation	Headteacher
Policy review	Headteacher and Governors
Communication and publishing	Headteacher

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.

Published Information

At Offley Endowed School we will publish information annually in our updated Equality Scheme and in our School Development Plan.

At Offley Endowed School equality information will be available on the 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
- Be 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)



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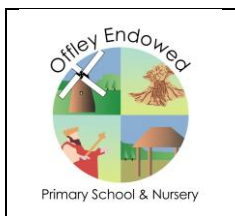
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Headteachers and senior staff will:

- Initiate and oversee the development and regular review of Policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the Policies
- Ensure that managers and staff are trained as necessary to carry out the School policies
- Oversee the effective implementation of the School policies
- Hold line managers accountable for effective policy implementation
- Provide role models for all staff and pupils
- Highlight good practice from 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
- 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's 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's 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



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All Pupils are able to:

- Contribute to consultations and reviews
- Raise issues with staff and school council representatives which could contribute to policy review and development
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Contribute to the implementation of the school's equality scheme

All Parents/carers are able to:

- Contribute to consultations and reviews
- Raise issues with staff and school council representatives which could contribute to policy review and development
- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme
- Contribute to the implementation of the school's equality scheme.

We comply fully with the legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual, race, disability, sexual orientation, religion or belief or age. With regard to disability, we make 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 harassments 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, and negative views of disabled people or sexism.



5: Engagement

Involving our learners, parents/carers and others

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

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.

Evidence of this engagement is found in the action plan.

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. We conduct student voice activities such as anti-bullying questionnaires.
- The LA provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

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 the 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.

Further information can be found in our Contracts File and in the commissioning tool kit found within the Hertfordshire Grid for Learning.



7: Our School's Equality Objectives

Key priorities for action

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

- Analysis of School census data and identification of vulnerable groups
- Analysis of pupil voice
- Analysis of bullying and racist incidents
- Consultation with staff and governors through staff, Governor and SLT meetings

The following protected characteristics have been taken into account:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation



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8: Setting Equality Objectives Action Plan

Review of Equality Objectives	Met?	Evidence/Impact:
1. To monitor and accelerate the progress and attainment of children currently in receipt of FSM.	On-going	<p>All FSM pupils are well supported with a variety of interventions; 1:1 spelling and phonics; small group work in reading and writing; SENDCo targeted support for specific pupils and emotional learning support for specific pupils - (and siblings), to support accelerated learning towards being on-track to make expected progress.</p> <p>At the end of Year 6 in July 2024, 100% of disadvantaged children achieved the expected standard in GP and S, 100% in Reading and 100% in maths and Science. 66.67% achieved writing</p>
<p>2. To support children with mental health issues including emotional difficulties to access their education.</p> <p>To support a local charity to collect produce and raise funds for feed up, warm up.</p>	On-going	<p>Art therapist attends school once a week to work with selected children. Several workshops have been brought into school to help with resilience and equality; we have had several workshops teaching the children the importance of not giving up. Bart Gee came in to talk about his disability and he overcame enormous battles to live a happy and fulfilling life. Year 6 have engaged in a programme of workshops to help with their transition, mental health and resilience run by the Phase Group of Hitchin. Feeling good week ran in February 2024 and is scheduled again for February 2025. Feed up, warm up came in for an assembly teaching us about homeless people and poverty.</p>
3. The school monitors pupil attendance and uses the data when developing strategies to address issues.	On-going	<p>Group attendance will be shared with curriculum committee and reported to FGB</p> <p>Attendance absences chased up on a daily basis.</p>
4. To develop assessment in non-core subjects so that progress can be tracked across other subjects.	On-going	<p>We are working towards the pupils who are disadvantaged and especially those who are currently FSM targeted to make at least as good progress and attainment as their peers in Science, Geography, History and Computing.</p>