



Policy name:

EQUALITY SCHEME 2022

Version Number:

202106v1

Date issued:

30-06-2022

Approved by: FGB

Date for review:

20-09-2023



Equality Scheme 2022

1. [Equality Statement](#)
2. [Vision and Values](#)
3. [School Context](#)
4. [Aims](#)
5. [What is Discrimination?](#)
6. [Inclusion](#)
7. [Engagement](#)
8. [Roles and Responsibilities](#)
9. [Legislation](#)
10. [Declaration](#)
11. **Equality Objectives**



1. Equality Statement

‘Without Prejudice or Preference’

At Colney Heath School we are committed to ensuring equality of education and opportunity for staff, children and all those receiving services from the school, irrespective of their gender, social or racial background, ability, nationality, religion, lifestyle or physical differences or disabilities. Our resources are spent to ensure every individual pupil, staff member and stakeholder is given an equal chance to excel. We aim to ensure that within our school environment everyone is extended the same respect, access to opportunity and support in their learning and development regardless of their background or circumstances.

2. Vision and Values

Inspire, Encourage, Enthuse, Enable

Our school community aims:

- To inspire everyone to reach their full potential.
- To encourage everyone to be confident in themselves and their environment.
- To enthuse everyone to value and enjoy learning as a lifelong skill.
- To enable learners to take their place in a community of mutual understanding and respect.

The school is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, and will ensure that these persons are not treated less favourably in any procedures, practices and service delivery considering their individual needs.

3. School Context

Colney Heath School is an average sized village primary school where most pupils live nearby. The school has a capacity for 240 pupils from Nursery to Year-6. Our school community is richly diverse, with a wide range of cultures, ethnicities and backgrounds represented. The percentage of pupils coming from diverse backgrounds or requiring educational or physical support is approximately 45%. We are committed to providing an appropriate and high-quality education to all our children. We believe that all, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

| Characteristics (May'22) | Total | Breakdown (%) |
|--------------------------|-------|------------------------|
| Number of Pupils | 211 | Male 106 Female 105 |
| Number of Staff | 34 | Male 3 Female 31 |



| | | |
|---------------------|----|------------------------|
| Number of Governors | 11 | Male 5 Female 6 |
| SEN Pupils | 27 | 6 EHCP |
| BME Pupils | 72 | |
| BME Staff | 3 | |
| EAL | 31 | 6 Romanian 5 Arabic |

4. Aims

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness. We aim to use this Equality Scheme to provide a framework to pursue our duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds.

5. What is Discrimination?

Discrimination can be direct, indirect, intentional, unintentional or institutional. Individuals have a responsibility, in law, not to discriminate.

- Direct discrimination is where an individual or group receives less favourable treatment for some unjustifiable reason, for example because of sex, race, religion, sexual orientation or disability.
- Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.
- Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

6. Inclusion

Colney Heath School is committed to inclusion. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued. Supported by close cooperation with the home and wider community, our children will grow into fulfilled, educated people ready to take this ethos into the world.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.



Inspire, Encourage, Enthuse, Enable Colney Heath School

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, transgender
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- children who are significantly more able than their peers
- those who are looked after by the local authority
- others such as those who are sick, those who are young carers,
- those who are in families under stress
- any children who are at risk of disaffection or exclusion

At Colney Heath School we aim to identify each individual's needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. By considering the individual needs of learners, we aim to provide an environment which enables them to access the national curriculum. We do this through:

- Building and maintaining trusting relationships with pupils and their families
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Setting suitable learning challenges
- Continuous assessment of individuals and groups of pupils
- Offer family support and personal development opportunities as well as promoting community cohesion
- Close working relationships with outside agencies allow us to provide specialist support and services

We achieve educational inclusion by continually reviewing what we do and asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

This is carried out through pupil progress meetings, assessment, staff meetings, inclusion meetings, parent's meetings and senior management team meetings.



7. Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

'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 will be included in the published material showing how the duty has been addressed.

8. Roles and Responsibilities

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

Commitment to implementation:

Every term the Headteacher will report to the Equality Governor on actions and progress, this report will be submitted to the Resources Committee as a regular agenda item. At Summer Term AGM 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 | EQUALITY GOVERNOR |
| Disability equality (including bullying incidents) | HEAD / SENCO |
| SEND/LDD (including bullying incidents) | SENCO |
| Accessibility | HEAD / SENCO |
| Gender equality (including bullying incidents) | HEAD |
| Race equality (including racist incidents) | HEAD |
| Equality and diversity in curriculum content | HEAD |
| Equality and diversity in pupil achievement | HEAD |
| Equality and diversity – behaviour and exclusions | HEAD |
| Participation in all aspects of school life | HEAD |
| Impact assessment | HEAD |
| Stakeholder consultation | EQUALITY GOVERNOR |
| Policy review | RESOURCES COMMITTEE |
| Communication and publishing | HEAD |



Commitment to review

The school equality scheme values will be aligned with the school plan and the whole scheme will be reviewed at least every three years.

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 managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, 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

Line managers 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'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

9. Legislation

Colney Heath School's Equality Scheme is written in line with the following laws and guidelines:

1. [Equality Act 2010](#)
2. [The SEN and Disability Code Of Practice: 0-25 years 2014](#)
3. [Mental Health and Behaviour in Schools 2014](#)
4. [Supporting Pupils at School With Medical Conditions 2015](#)

Our school is committed to surpassing 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 At 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age*
- *disability*
- *ethnicity and race*
- *Gender sex, identity and reassignment*
- *pregnancy or maternity*
- *religion and belief*
- *sexual orientation*

Disability

At Colney Heath we implement accessibility plans which are aimed at:

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

Community Cohesion

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

Acronyms

| | | | |
|------|--|-------|--|
| FSM | Free School Meals | LDD | Learning Difficulties and Disabilities |
| APS | Average Points Score | BME | Black Minority Ethnic |
| SEND | Special Educational Needs and Disability | SENCO | Special Educational Needs Coordinator |
| | | PHSE | Personal Health Social Education |



10. Declaration

We comply fully with legislation which protects our staff 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.

11. Equality Objectives

The main equality objectives will focus on: *Ethnicity and Race – Communication*
All Protective Characteristics - Curriculum

Action Plan

| Equality Objectives | R A G | Lead | Measurable Success Indicator | Timing | Review Date |
|---|-------|---------------|--|---------------|-------------|
| Investigate communication strategies to support parents where English is not their first language with school | R | Head / Office | List created of strategies currently being used | Aut Term 2022 | Dec 2022 |
| Investigate communication strategies to support parents where English is not their first language | R | Head / Office | First-hand information from parents around the most effective communication strategy | Aut Term 2022 | Dec 2022 |
| Investigate communication strategies to support parents where | R | Teachers | Data around parent engagement at events such as parent | Aut Term 2022 | Dec 2022 |



Inspire, Encourage, Enthuse, Enable
Colney Heath School

| | | | | | |
|---|---|-----------------|---|---------------|-------------------------------------|
| English is not their first language with class teachers | | | consultations, Meet the Teacher and Assemblies | | |
| Investigate communication strategies to support children where English is not their first language | R | Teachers | List created of strategies currently being used | Aut Term 2022 | Dec 2022 |
| Create communication strategy to support parents / children where English is not their first language from previous investigations. | R | Head | Written procedure document highlighting the school's strategies | Summer 2023 | May 2023 |
| Strategy to support parents / children where English is not their first language from previous investigations. | R | Head | Strategy communicated to all stake holders | Aut 2023 | Oct 2023 |
| Development of the curriculum to ensure all protective characteristics have been included | R | Subject Leaders | Knowledge Organisers and schemes have protective characteristics included. | Each Term | Dec 2022 March 2023 July 2023 |
| Development of the curriculum to ensure all protective characteristics have been included | R | Subject Leaders | Protective characteristic gaps highlighted and action plan to address this added to this plan | July 2023 | Sept 2023 |