

School Equality Scheme — February 2017

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Signed	Headteacher
Date	
Signed	Chairman of Governors
Date	

Our Equality Vision and the Values that Underpin School Life

At Malvern Way Infant and Nursery School, we are committed to ensuring that every member of our school feels welcomed, important and valued. As such we are committed to promoting equality, celebrating diversity and tackling discrimination.

In partnership with parents and the community we will work together to ensure children develop into confident, responsible and caring adults in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of children at the school and in society, and prepare children for the opportunities, responsibilities and experiences of later life. As an Artsmark school, we hold quality arts provision and rich arts learning experience at the heart of our school ethos.

We respect all members of our school community as individuals taking account their protected characteristics in relation to their race, religion, beliefs, disability, sexual orientation, family background, gender, gender reassignment, age marriage and civil partnerships, pregnancy and maternity/paternity and ability. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents, volunteers and community members.

In fulfilling the legal obligations, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners, and their parents and carers, as of equal value, as outlined in all protected characteristics.

Principle 2: We recognise, respect and value difference and understand that diversity is a strength

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate but 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 all protected characteristics. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Our policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

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 all people with protected characteristics.

Principle 6: We have the highest expectations of all our children.

We expect that all pupils can make good progress and achieve to their highest potential

Principle 7 We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

School Context

Malvern Way Infant and Nursery school is a 3 form school that serves the children and families in Croxley Green. Our school community contains a diverse range of families with a variety of ethnic backgrounds, religions and languages, although the majority of our children are white British by ethnicity.

Characterisitic	Total	Breakdown (number and %)
Number of pupils	334	182 Female 152 Male
. ,		54% Female 46% Male
Number of staff	45	40 Female 5 Male
		89% Female 11% Male
Religious character	No religion	105 31%
_	Christian	180 54%
	Hindu/Jainism	21 6%
	Jewish	10 3%
	Muslim	13 4%
	Sikh	5 1%
Attainment on entry	In line with	
	National	
	Averages	
Mobility of school population	Cohort Stability	Year 1 98.9%
		Year 2 97.8%
Pupils eligible for Pupil Premium	Pupil Premium 12	FSM 9
including CLA	Adopted from	Ever6 2
	Care 1	EYPP 2
Disabled staff	0	
Disabled pupils (SEN/LDD)	2	
Disabled pupils (no SEN)	0	
BME pupils	92	28%
BME staff	7	16%
Pupils who speak English as an	72	22% (31 Languages)
additional language		
Attendance	96.3%	

Legal Background

Malvern Way Infant and Nursery School is committed to meeting both the general and specific duties set out in the Equality Act 2010.

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 (this includes children with special educational needs)
- · ethnicity and race
- gender (sex)
- gender identity and reassignment
- · pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, quidance and information to enable them to do this.

Governing body

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- · deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will sign to say they have read the policy.

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 and other visitors 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.

Malvern Way Infant and Nursery School Equality Scheme Action Plan February 2017 – February 2020

Objective	Actions	Lead	Monitoring/Evaluation	Time
Ensure all staff understand their duty of care towards anyone with protected characteristics	Provide all staff with an electronic copy of Equality policy Make policy available in staffroom Use staff meeting time to make all staff aware	Emma Cole	Governor link visits to include a section on Equality	By 31 st March 2017
Ensure there is a consistent practice in all policies	Senior Leadership /CoG to agree a statement which will be applied to all policies	Governors	To be monitored in line with the policy review schedule	Statement agreed at Governor day 2017 Added to policies in line with review schedule
Ensure that we are aware of the needs of all learners and these needs are noted on our Inclusion register	Amend home visit questions/induction packs to support in identifying needs of pupils as they enter the school Ensure parents/carers are aware of the definition of disability	Bridget Young (Amanda Withers/Sue Lewington)	School monitoring cycle will ensure the outcomes of the pupils are a focus.	Autumn term 2017 Ongoing throughout year in line with monitoring cycle
To raise attainment of PPG and close in school gap Monitor the use of the pupil premium grant and review impact of interventions	Create new PP team to overhaul the reporting system for PPG	Bridget Young/Sara h Ineson/Gov ernor	Termly tracking of progress of PP group will show impact of expenditure	Team formed from Summer 17 Termly
Extend the RE curriculum and Collective Worship to ensure all faiths are represented	Plan for regular visitors to attend school to share their faith. Create an overview of visits to the school to identify gaps in faiths represented	Helen Venn	Overview will show the range of faiths represented in our programme of visitors	RE lead to plan for visits from Autumn 17
Review Disability plan	Ensure disability plan reflects the needs of our current families To consider improvements to the physical environment to take into account the needs of pupils and visitors e.g. lighting, acoustics, access etc	Holly Butcher/Phil Norcott	Our environment will serve the needs of our current cohort	Plan to be in place for Autumn 17