



## **MANAGEMENT POLICY**

### **School Equality Scheme & Statement**

Date Scheme Approved: Autumn 2017

Signed Headteacher ..... Mrs Tracy Thomas

Signed Chair of Governors ..... Mr Ben Fuller

Review Date of Scheme: Autumn 2020

Review Date of Statement: Autumn 2018

# Contents

1:	Vision and Values	3
2:	School Context	4
3:	Legal Background	4
4:	Roles and Responsibilities	5
5:	Stakeholder Consultation	8
6:	Impact Assessment	8
7:	Action Plan	9/10

**1: Vision and Values**

**Our school is a stimulating, caring community where achievement is valued and potential is maximised.**

**Our Aim:**

At Samuel Lucas School We Care Co-operate & Contribute

**Our Vision :**

Samuel Lucas is a community dedicated to excellence where we work together to provide opportunities for successful learning and personal development in an environment where anything is possible.

We achieve this by:

- A creative curriculum that motivates and inspires.
- Promoting positive attitudes for lifelong learning.
- Developing independent confident citizens by embedding the 5Rs in all that we do.
- Respecting, valuing and celebrating everyone's contributions and achievements.

Samuel Lucas School is committed to equal opportunities. Our School:

- follows a Growth Mindset philosophy focusing on Behaviour for Learning and developing skills for life long learning.
- offers a choice of learning challenges.
- responds to children's diverse needs.
- overcomes potential barriers to learning and assessment.

## 2: School Context

Characteristic	Total	Breakdown (number and %)
Number of pupils <b>Sept 2017</b>	362	Female (182) 50.4% Male (179) 49.6% or Single sex boy/girl (0)
Number of staff	45	91.2% Female 41      8.8% Male 4
Number of governors	10	40% Female 4    60% Male 6
Religious character	362	Christian (140) 38.78%, Other (24) 6.65%, None or refused (197) 54.57%
Attainment on entry		
Stability of school population	<b>94.4%</b>	
Pupils eligible for FSM	11	3 % (FSM)
Deprivation factor	0	
Disabled staff	0	
Disabled pupils (SEN/LDD)	30	
Disabled pupils (no SEN)	0	
BME pupils	64	287 White British 79.5%
BME staff	5	43 White British 89.59%
Pupils who speak English as an additional language	40	(11%)
Average attendance rate	97.2%	
Significant partnerships, extended provision, etc.		Extended schools, North Herts Schools Sports Partnership, University of Hertfordshire, North Herts College.

## 3: Legal Background

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.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out our practice and policies having 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 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

### 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 DfE 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

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

**Commitment to implementation**

Tracy Thomas, Headteacher 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	Tracy Thomas Head teacher

Disability equality (including bullying incidents)	SLT
SEN/LDD (including bullying incidents)	Gill Barley InCo
Accessibility	Premises and Expansion Committee
Gender equality (including bullying incidents)	SMSC well-being team
Race equality (including racist incidents)	SMSC well-being team
Equality and diversity in curriculum content	All staff
Equality and diversity in pupil achievement	SLT Assessment Governor
Equality and diversity – behaviour and exclusions	SLT
Participation in all aspects of school life	All staff
Impact assessment	SLT
Stakeholder consultation	SLT/SI Gov
Policy review	SLT/Govs
Communication and publishing	TT Head teacher/SLT

### 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

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 four years – in which we will make proposals for future act

#### **Governors will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>● Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>● Highlight good practice and promote it throughout the school and wider community</li> </ul>  |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● 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)</li> </ul>   |

#### **Headteacher and senior staff will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>● Initiate and oversee the development and regular review of equality policies and procedures</li> <li>● Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>● Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>● Oversee the effective implementation of the policies</li> <li>● Hold line managers accountable for effective policy implementation</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Highlight good practice from departments, individual managers, staff and pupils</li> <li>● Provide mechanisms for the sharing of good practice</li> </ul>  |

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Public Sector Duties	<ul style="list-style-type: none"> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> <li>● Ensure that the school carries out its statutory duties effectively</li> </ul>
	<b>Line managers will:</b>
Policy Development	<ul style="list-style-type: none"> <li>● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>● Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Behave in accordance with the school's policies, leading by example</li> <li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● Contribute to managing the implementation of the school's equality scheme</li> </ul>
	<b>All staff: teaching and non-teaching will:</b>
Policy Development	<ul style="list-style-type: none"> <li>● Contribute to consultations and reviews</li> <li>● Raise issues with line managers which could contribute to policy review and development</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>● Maintain awareness of the school's current equality policy and procedures</li> <li>● Implement the policy as it applies to staff and pupils</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>● Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● Contribute to the implementation of the school's equality scheme</li> </ul>

We intend that our policies and activities protect 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 practises (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
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents.

## **5: Engagement- Participation and Involvement**

There are three means by which it is possible for stakeholders to contribute and be informed about equality issues.

Pupil Voice, through the School Council, provides a platform for gathering the opinions of all pupils including the vulnerable groups such as EAL, SEN, FSM

Our school provides on going consultation opportunities for parents through the parent forum and parent questionnaires.

Through the active participation of the School Governing Board and its various committees the whole school community is represented in a fair and democratic decision making process.

When specialist knowledge is required the school will welcome such experts to advise and be involved in decision making processes.

## **6: Using information- Equality Impact Assessments, data and other information**

As part of the schools on going assessment yearly cycle the SLT and class teachers analyse data from cohorts and individual pupils to provide best next steps in learning. Protected groups are closely monitored and provision of interventions put in place as required. Equality impact assessments are therefore a natural part of the assessment cycle.

Our Positive Relationships policy (anti-bullying policy) ensures that when there are incidents relating to protected characteristics these are recorded and appropriate actions are taken.

## **7: Action Plan**

See page 9 and 10

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date	Review date
To ensure gender equality	Gender				School uniform no longer gender specific. Promoted as unisex uniform in prospectus and on the website.	SLT	Uniform is gender specific	Annually	Sept 2017	Sept 2018
To address gender identity in relation to school residential journeys	Gender				To be prepared to meet the needs of individuals when required.	SLT	Needs are met	Annually	Sept 2017	Sept 2018
To address gender identity in relation to changing for sporting activities.	Gender				To allow children privacy to change for PE within their own gender groups.		Needs are met	Annually	Sept 2017	Sept 2018
Vulnerable Pupils from all year groups will make substantial and sustained progress across the year, considering their different starting points	Disability				High quality teaching and learning. High quality appropriate interventions, on going data analysis	Class teacher, InCo, SLT	Achievement of targets as set by SLT.	Termly APP meetings, termly data analysis	December 2017	April 2017
To raise attainment of the boys in English in Early Years	Gender				To provide writing opportunities for boys within their own interests.	EYFS	Gap between girls and boys attainment is closed	Termly APP meetings, termly data analysis	December 2017	April 2017
To support vulnerable children academically and socially	Disability				1:1 support in class, Quiet club, social groups, Pupil Premium booster groups	InCo, class teachers	Pupil and parent feedback demonstrates children feel supported.	Termly APP meetings, InCo - termly meetings with	December 2017	April 2017

							parents, Pupil & parent voice feedback			
The school will give opportunities for feedback from stakeholders in regards to protected characteristics on official communication.	Protected characteristics				School administration makes the feedback widely available on all communication. Head to include induction for all parents (pwrpnt) at the beginning of the academic year.	DH, head, office staff	Information is on the website	Annually	Sept 2017	Sept 2018

Samuel Lucas is committed to equal opportunities for all, regardless of protected characteristics – including age, disability, ethnicity and race, gender and religion and belief.

## Action plan Autumn 2017

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date	Review date
To ensure gender equality	Gender & disability				To open up all sporting activities to both boys and girls. New house names will be taken from male and female sportspeople and include those with a recognised disability.	SLT	All pupils will have the opportunity to take part in a range of sporting activities; House names will represent British values.	Annually  Autumn 2017	Sept 2018	Sept 2019
To address gender identity in relation to changing for sporting activities.	Gender				Continue to allow children privacy to change for PE within their own gender groups.	Class teachers	Needs are met	Annually	Sept 2018	Sept 2019
Vulnerable Pupils from all year groups will make substantial and sustained progress across the year, considering their different starting points	Disability				High quality teaching and learning. High quality appropriate interventions, on-going data analysis	Class teacher, InCo, SLT	Achievement of targets as set by SLT. Improved progress of the vulnerable groups.	Termly APP meetings, termly data analysis	July 2017	April 2018
To raise attainment of the girls in Maths in Early Years	Gender				To provide greater opportunities for using and applying learning in Number in EYFS	EYFS	Gap between girls and boys attainment is closed	Termly APP meetings, termly data analysis	April 2018	July 2018
To raise attainment of boys in Y3 (To raise attainment at ARE for maths and Greater Depth for Reading and writing)	Gender				To identify underperforming boys following KS1 SATs and plan engaging lessons and give opportunities for mastery and challenge	SLT, class teachers	Gap between girls and boys attainment is closed.	Termly APP meetings, termly data analysis	December 2017	April 2018

To support vulnerable children academically and socially	Disability			Focus groups identified on planning/ provision maps.  1:1/ small group support in class, Quiet club, social groups, Pupil Premium booster groups, Library club, yoga, all children in Y3 to write in pen from September	InCo, class teachers, S. Langrish	Pupil and parent feedback demonstrates children feel supported. AM7 data supports this and progress is improved	Termly APP meetings, InCo - termly meetings with parents, Pupil & parent voice feedback	December 2017	April 2018
The school will give opportunities for feedback from stakeholders in regards to protected characteristics on official communication.	Protected characteristics			Continue: School administration makes the feedback widely available on all communication. Head to include induction for all parents (pwrpnt) at the beginning of the academic year.	DH, head, office staff	Information is on the website	Annually	Sept 2017	Sept 2018

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