



Equality Information and Objectives

Updated: April 2018

Review: Annual

1: Vision and Values

Vision Statement: *At Roebuck Primary School and Nursery, all members of our school community feel valued and motivated to succeed within a safe, caring and stimulating environment. We provide a wide range of opportunities to create curiosity and enthusiasm. Our high expectations ensure academic, personal and social achievement, enabling our children to leave as confident, independent and responsible citizens who will enjoy lifelong learning.*

At Roebuck Primary School and Nursery we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their *identity and able* to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Roebuck Primary School and Nursery we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Guiding principles

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless 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:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

2: School Context

Roebuck Primary School and Nursery is a Community co-educational school catering for pupils of all abilities from three to eleven years of age. In October 2011, we moved into a brand new building that had been built through the Primary Capital Programme and in September 2015, a block of eight new classrooms was opened as the school expanded to two-form of entry. We are delighted that our children have a state of the art building and cutting edge facilities to enhance their learning. The school is fully accessible and classrooms and the hall have the benefit of a Soundfield audio system which enables all pupils to hear the spoken word clearly; it can also be used so that pupils sharing their work can be heard clearly. This is benefiting all pupils and staff, while also meeting the specific needs of individuals with hearing disabilities.

Characteristic	Total	Breakdown (number and %)
Number of pupils	299	139 46% Female 160 54% Male
Number of staff	47	92% Female 8% Male
Number of governors	14	79% Female 21% Male
Religious character		Community School
Pupils eligible for FSM	36	13%
Looked After Children		4
Deprivation factor		0.21 compared to National of 0.21 (RoL) http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/archive/a0014385/school-funding-deprivation-indicator
Attainment on entry		
Mobility of school population (not including end of phase)		Leavers since 1/9/16-1/9/17 Arrivals since 1/9/16-1/9/17
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
BME pupils	56	19%
BME staff	1	2%
Pupils who speak English as an additional language	41	14%
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Roebuck Buccaneers – Before and After School Club Broadwater Children's Centre – Joint Lead Agency Four Seasons Pre-School Group Rookies Nursery Herts for Learning (HfL) Stevenage Education Trust (SET)
Awards, accreditations, specialist status		Leading Parent Partnership Award – 2016 Artsmark Gold 2015 Healthy Schools Enhanced Award – 2015 Eco School – 2011 Sing Up Award – 2012 Sainsburys Silver Games Award – 2015-2016

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 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 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
- marriage and civil partnership (for staff only)

In addition to addressing the protected characteristics above, our school is committed to taking action on wider equality strands (e.g. 'vulnerable' children such as those in public care, those with disrupted families, those who experience social or economic disadvantage and young carers).

Disability

At Roebuck Primary School and Nursery 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

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. Although no longer a statutory duty, community cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

In fulfilling the general and specific equalities duties the school will:

- collect and analyse information, including stakeholder feedback, about progress in achieving the three aims of equality legislation
- determine specific and measurable objectives for progressing equalities issues (achievable within a four year cycle). These will be identified within the school development plan.

Equalities data will be monitored by governors through the normal school improvement data review processes and in an annual impact assessment. Key equalities information will be published through parent newsletters and/or the school website.

4. Specific procedures and processes for delivery

Monitoring and Standards

- We place a high priority on identifying the ethnicity, first language and specific diversity needs of all our pupils.
- Diversity aspects, including ability, disability, gender, ethnicity and relevant additional areas, are used to monitor achievement, attainment and progress, with a particular focus on the closure of any gaps in achievement at Foundation Stage, Key Stage 1 and Key Stage 2.
- Diversity aspects are identified in the management and monitoring of all aspects of behaviour management, bullying and hurtful incidents, racist and prejudice based incidents and attendance. Analysis is used to plan for positive change and development.
- On-going reviews of all policies and documentation include consideration of diversity issues and their impact.
- Take up and impact of extra-curricular clubs is subject to periodic monitoring.
- Pupils feel that their access to opportunities, both now and in their aspirations for future career and lifestyle choices, are not restricted by any aspect of their own or their family's diversity.

The Curriculum, Resources and Teaching and Learning

- Teaching and curriculum provision supports high standards of attainment for all.
- Appropriate support is provided for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.
- The diversity of cultures and backgrounds represented in the school and the wider community is used by all staff as a positive resource to promote an understanding of local, UK and global diversity.
- Through the curriculum and pastoral support processes we seek to enable our pupils and staff to increasingly develop
 - a critical awareness of community, diversity and equality
 - a willingness to learn from different cultures, backgrounds, faiths, beliefs and lifestyles
- Lessons and activities across the curriculum teach pupils
 - to understand and value their own and others' personal, social and cultural identities
 - to respect and value difference and diversity and the skills to challenge prejudice and stereotyping
 - an awareness of human rights and how to apply and defend them
 - the skills of participation and responsible action
- Pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Staff are trained to have the confidence and skills to challenge all instances of prejudice, intolerance and discrimination, including racism, xenophobia, sexism, homophobia and transphobia. Pupils are taught to recognise prejudice, intolerance and discrimination and that they have no place in our community. (The school has separate detailed procedures in relation to Anti-bullying and Preventing and Dealing with Racist Incidents)
- Staff recognise and respond to the potential vulnerability of isolated minority ethnic pupils in the school
- Staff recognise pupils' first language abilities as a teaching and learning resource and a strength.
- Classrooms and other common spaces in the school where work is displayed, present positive and challenging images that are non-stereotypical and reflect the diversity of our society and world.
- The school promotes positive attitudes to diversity throughout the year in themed events and activities.

Admissions and recruitment

- We ensure that no aspects of diversity are a barrier to any individual's admission or recruitment to the school.
- Access to Continuing Professional Development, support and other opportunities are made available to all staff and we monitor to ensure that no disadvantage results from any aspect of their own or their family's diversity.

Parents and the wider community

- Active steps are taken to involve all parents, and wherever appropriate additional steps will be taken to overcome barriers, including the use of translations, interpreters, large print, tape letters and reasonable adjustments to the physical environment.
- Parents are regularly invited to review, develop and comment on school policies and procedures.
- The school welcomes all members of the community and seeks to promote participation wherever possible from diverse representatives
- The school actively supports the Stevenage Education Trust and works collaboratively with local schools, voluntary groups and wider agencies.

Additional procedures and processes

The school follows Herts County policy on Education of Children in Public Care.

The school has a separate Accessibility Plan which details on-going arrangements for pupils with disabilities.

5: Roles and Responsibilities and Publish Information

The Full Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Key staff will report to the Headteacher termly on actions and progress. There will be a report on equality and diversity within the Headteacher's report to the Governors each term. 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	Lynsey Young, Headteacher Steve Marshman, Chair of Governors
Disability equality (including bullying incidents)	Lynsey Young, Headteacher
SEND/LDD (including bullying incidents)	Julia Fisher, INCo
Accessibility	Lynsey Young, Headteacher Jaimie Nelson, Chair of Resources Committee
Gender equality (including bullying incidents)	Lynsey Young, Headteacher
Race equality (including racist incidents)	Lynsey Young, Headteacher
Equality and diversity in curriculum content	Lynsey Young, Headteacher
Equality and diversity in pupil achievement	Lynsey Young, Headteacher Andy Mari, Deputy Headteacher
Equality and diversity – behaviour and exclusions	Lynsey Young, Headteacher Yvonne Maddren, Pastoral Support and Attendance Worker
Participation in all aspects of school life	Lynsey Young, Headteacher
Impact assessment	Senior Leadership Team and Governors
Stakeholder consultation	Senior Leadership Team and Governors
Policy review	Full Governing Body
Communication and publishing	Lynsey Young, Headteacher Steve Marshman, Chair of Governors

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.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how

At Roebuck Primary School and Nursery we will publish information annually.

At Roebuck Primary School and Nursery equality information will be available on the school website and hard copies will be available from the school office.

Commitment to action

Our Governors will:

- | | |
|-----------------------|--|
| Policy Development | ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | ● 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
- Behaviour
- 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)
- Public Sector Duties

Our Headteacher will:

- Policy Development
- 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
- 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
- Behaviour
- 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
- Public Sector Duties
- Ensure that the school carries out its statutory duties effectively

Our Senior Leadership Team will:

- Policy Development
- 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
- 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
- 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
- Contribute to managing the implementation of the school's equality scheme

Our teaching and support staff will:

- Policy Development
- Contribute to consultations and reviews
 - Raise issues with line managers which could contribute to policy review and development
- Policy Implementation
- Maintain awareness of the school's current equality policy and procedures
 - Implement the policy as it applies to staff and pupils
- Behaviour
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
-

-
- Public Sector Duties
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
 - Contribute to the implementation of the school's equality scheme

Our Parents/Guardians/Carers will:

- Problems & Concerns
- Please ensure that a teacher or the Headteacher is contacted as soon as possible if either an adult or a child is emotionally hurt by any comment made at school.
- Remember
- that no concern is too small – if something is worrying either you or your child, please come and talk to the class teacher or the Headteacher as soon as possible.
- Be aware
- that there are different levels and sources of support available within the school. These are allocated by the Headteacher in order to meet the needs of the children in each class.
 - (see the school's policy on Special Educational Needs)
- Ensure that
- the ethos, values and aims of the school are reinforced in the home.
- Endeavour
- endeavour to be appropriate role models for their children

Our Pupils will:

- Respect themselves and each other.
- Raise any concerns about their own or other people's safety and wellbeing as soon as possible with an adult.
- Grow in awareness of their rights and their responsibilities to each other

6: Engagement

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.

Our school is committed to encouraging all stakeholders to contribute to the development and review of all policies and procedures affecting the life of the school and its impact within the wider community.

The range of techniques used to ensure stakeholder consultation includes:

- Ofsted style questionnaires
- parent/governor/pupil/staff working parties focused on key policy development issues
- interviews
- invited feedback on meetings
- school council discussion and suggestions
- Roebuck School Association feedback
- performance management feedback.

This equalities policy was developed in consultation with staff, pupils, parents and others with particular interests. Feedback from stakeholders is welcome at any time.

7: Equality Impact Assessment

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.

- All school policies are reviewed for equality implications as part of the rolling programme of review. Issues arising are identified and, where required, carried forward into the School Plan.
- Key outcome data for equalities, e.g. bullying and racist incident data, identified imbalances in participation/achievement by group, and changes in school context data relevant to equalities will be included in the headteacher's termly report to governors and identified through analysis of the Raise Online report.
- Progress on the delivery of specific equalities objectives will be reported to governors termly as follows
 - those related to staff will be addressed by the Personnel Committee
 - those related to pupils and parents will be addressed by the Curriculum Committee
- A summary annual impact assessment of equalities will be reported to the full governing body, including against the following:
 - Identification of any specific concerns related to achievement levels by diversity strands
 - Identification of any specific concerns related to attendance and behaviour by diversity strands
 - Identification of any specific concerns related to bullying and racist incidents by diversity strands
 - Notification that all bullying and racist incidents have been dealt with promptly, recorded and resolved
 - Evidence that high levels of trust and confidence have been maintained from the full diversity of parents
 - Evidence that the taught curriculum
 - reflects and celebrates the diversity of cultures and backgrounds represented in the school, the local community and in British society
 - is valuing and nurturing of individual pupils' identities
 - Evidence that all school staff have received appropriate training or induction on equalities issues
 - Progress on specific equalities objectives

8: Our School's Equality Objectives

Our equality objective-setting process has involved gathering evidence through an analysis of data and monitoring.

Equality objective:

Equality Objective	Protected Characteristic
1. Raise achievement in English so that boys' attainment matches girls' attainment	Gender

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
Raise achievement in all areas of English so that boys' attainment matches girls' attainment	Gender				English Subject Leaders	All staff	Performance data	July 2017	termly
Continue to close the gap between vulnerable groups of learners	Gender Disadvantaged SEND EAL BME				NTG teachers INCo	All staff	Performance data	July 2017	termly
Develop as a learning community so that parents can be more actively involved	Social				NTG teachers	All staff	Performance data Participation figures	July 2017	termly