



Westfield Primary School and Nursery

Equality Scheme

Date ratified: 8 May 2017

Ratified by: Curriculum Committee

Date to be reviewed: May 2018

1 Vision and Values

Westfield Primary School and Nursery actively encourages its children to become caring, hardworking, creative and interesting citizens of the future.

- We offer equal opportunities to all members of the school community.
- We value all parties' opinions in decision making.
- We value the contributions of all stakeholders to continually improve standards.
- We value the community and continue to build upon strong relationships.

Achieving equality throughout the school is a fundamental part of the school's ethos. The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical needs; who exhibit challenging behaviour and who come from minority ethnic groups.

2 School Context

A brief description of our school and staff (September 2016)

Characteristic	Total	Breakdown (number and %)
Number of pupils	257	127 Male (49%), 130 Female (51%) 34 (13%) learning difficulties/disabilities
Number of staff	41	3 Male (7%), 38 Female (93%), 0 Disabled (0%)
Number of governors	13	6 Male (46%), 7 Female (54%), 0 Disabled
FSM (current) pupils	11	4%, 7 Male (3%), 4 Female (2%)
FSM (ever6) pupils	33	12.8%, 18 Male (7%), 15 Female (5.8%)
Pupils who speak English as an additional language	1	0.3% 0 Male (0%), 1 Female (0.3%)
Pupils with Statements of SEND/EHCP	1	1 Male (0.3%) Female 0 (0%)
BME pupils	43	16.7% 26 Male (10%), 17 Female (6.6%)
BME staff	3	7%
Disabled staff	0	
Religious character	None	
Significant partnerships, community services, extended provision, special units	BASH (Berkhamsted schools' partnership) Home from Home after school club Little Westies Pre-school	

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.

General Duty under the Equality Act 2010

The purpose of this scheme 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.

Principles.

In fulfilling our legal obligations of the PSED and delivering our values we are guided by the following 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 or have other difficulties in accessing the school's facilities or services
- whatever their ethnicity, culture, national origin or national status
- whatever their home circumstances
- 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 does not necessarily involve treating them all the same.

Our policies, procedures and activities 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 practise 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.

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 enabling all groups to have greater participation in public life.

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

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's 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 (staff only)

Disability

At Westfield Primary School and Nursery we implement an accessibility plan which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of school 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.

4 Roles and responsibilities

The school operates equality of opportunity in its day-to-day practice.

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

The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The school's equality scheme is aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

At Westfield Primary School and Nursery we publish information annually to convey how effectively the policy is being implemented. Equality information is available on the school website.

The governing board:

- incorporates equality targets into the school development plan
- provides leadership and drive for the development and regular review of the school's equality policy and designate a lead governor for equality issues
- provides appropriate role models for all managers, staff and pupils
- uses its power to nominate governors to ensure its composition reflects the community it serves
- applies the principles of best value without discrimination when purchasing goods and services
- monitors and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminates the outcomes of evaluation to the whole school community annually, together with a summary of the action to be taken, as and when appropriate.

The governing board expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

The Headteacher and Senior Leadership Team:

- Ensures a school culture exists which celebrates diversity, equality and achievement

- Initiates and oversees the development, regular review and implementation of equality policies and procedures
- Consults pupils, staff and stakeholders in the development and review of the policies
- Ensures the effective communication of the policies to all pupils, staff and stakeholders
- Ensures that managers and staff are trained as necessary to carry out the policies
- Provides appropriate role models for all managers, staff and pupils
- Highlights good practice from departments, individual managers, staff and pupils
- Provides mechanisms for the sharing of good practice
- Ensures a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensures that the school carries out its statutory duties effectively
- Complies fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The staff actively implement this scheme, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.

5 Engagement – participation and involvement

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 included in published information showing how the duty has been addressed.

6 Using information - Equality Impact Assessments, data and other information

Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender.

We conduct student voice activities and monitor playtime and lunchtime incidents.

7 Our equality objectives

The areas we have identified as priorities are:

1. To accelerate progress amongst disadvantaged children across the school (SDP Priority 1)
2. To close the gap in attainment between boys and girls in Maths across KS2 (SDP Priority 4)
3. Increase percentage of boys achieving a good level of development by the end of Reception (SDP Priority 2)
4. To educate children in respecting difference in all members of the school community
5. To monitor the attainment and progress of BME students in the school and ensure that it continues to be in line with peers

Tasks	Action	Responsible	Success Criteria	Monitoring and Evaluation	Costs/time needed	Date for review
<p>1. Accelerating progress amongst disadvantaged children across the school</p> <p>See SDP priority 1</p>	<p>Half-termly Pupil Progress meetings (PPMs):</p> <p>Assess: Use AM7 to track progress of disadvantaged pupils. Identify barriers and suitable interventions</p> <p>Plan: Identify suitable intervention. Identify the success criteria for interventions and expected impact.</p> <p>Do/Review: Deliver interventions and monitor/measure the impact of interventions through half-term review meetings</p> <p>Performance Management Targets support closing the gap</p> <p>Purchase Lexia reading intervention license to accelerate reading progress</p> <p>Introduce Mathletics</p>	<p>Teachers/ TAs</p> <p>SENCo/INCo (SF/SE)</p> <p>PPG Governor Link</p> <p>Learning Mentor SENcos/INCOs</p>	<p>All disadvantaged children will have made above expected progress</p> <p>The attainment gap between disadvantaged and non-disadvantaged children will have closed</p> <p>Children's self-esteem is increased and positive feedback is given from staff , pupils and parents</p> <p>Positive home school links developed which is having a positive impact on pupil's progress.</p>	<p>half termly PPMs with H/ and SENCo/INCo</p> <p>Performance Management by Head</p> <p>Lesson studies / lesson observations by SLT</p> <p>Work scrutiny</p> <p>Monitoring of Interventions with TAs</p> <p>Gov Curriculum committee / link gov meetings</p> <p>SENCo records and observations</p> <p>AM7 Tracking</p> <p>Barriers and Impact tracking system</p> <p>Strengths and Difficulties tracking records</p> <p>Good news books</p>	<p>Year 6 breakfast reading club delivered by CB</p> <p>Lexia license £1,082</p> <p>Mathletics license for KS 2 pupils £720</p> <p>Cost of clubs / music tuition and trips etc</p> <p>Release time for Teachers for ½ termly PPM Supply Teacher 6 days at approx.</p> <p>KS 2 Teacher's 1 x 30 min lunchtime a week</p>	<p>On-going and half termly reviews at PPM</p> <p>On-going through SLT meetings</p>

	<p>across KS 2 to accelerate progress in Maths</p> <p>Introduce a breakfast reading club for Year 6 children</p> <p>Offer rich learning experiences through clubs , music tuition and school trips to develop children's interests and confidence</p>					
<p>2. To close the gap in attainment between boys and girls in Maths across KS2</p> <p>See SDP priority 4</p>	<p>To up-skill staff to implement positive growth mindset method in teaching maths using 'no ceiling on the learning' technique</p> <p>Children given increased opportunities to develop their fluency and reasoning skills</p> <p>All teachers to read Jo Boaler's Mathematical mindset book</p> <p>Self-chosen challenges to continue to be used where children move on their learning in the lesson in Maths where</p>	<p>Maths Co-ordinator – JE</p> <p>Maths Link Governors– PT/HR</p>	<p>The gap between boys and girls will have closed – comparative data with 2015/16</p> <p>Children working more collaboratively within lessons</p> <p>Children's reasoning skills are developed where they demonstrate a deeper understanding of mathematical concepts by confidently explaining their thinking</p> <p>Children develop their fluency , mental strategies and recall of number facts to support them with written</p>	<p>AM7data tracking</p> <p>½ termly Pupil Progress meetings (PPM)</p> <p>Lesson/ learning walk observations</p> <p>Self-esteem termly tracking system</p>	<p>Inset / staff meeting training to all staff</p> <p>Jo Boaler Mathematical mindset books x 4 = £40</p> <p>On line training course to upskill JE/ AB to deliver training to staff</p> <p>Mathletics license for KS 2 pupils £720</p>	<p>Half termly through PPM</p>

	<p>appropriate</p> <p>Further develop KS 2 children's mental fluency skills accessing Mathematics in school and at home</p> <p>Mathematical Mindset Maths -Parent workshops Autumn term</p>		<p>calculations</p> <p>Increased self-esteem</p> <p>Parents are informed and feel confident in supporting their child at home.</p>			
<p>3. Increase percentage of boys achieving a good level of development by the end of Reception</p> <p>See SDP priority 2</p>	<p>Children assessed against Welcomm on entry to Early years setting.</p> <p>Interventions carried out where identified</p> <p>Consolidate use of phonics tracking to identify and address difficulties quickly</p> <p>Review and further enhance opportunities for writing in the learning environment.</p> <p>Further engage parents in supporting learning at home.</p>	<p>EYFS lead SE Head</p>	<p>Percentage of boys achieving a good level of development increased in line with National</p> <p>Children will all be Age Related in Communication and Language or moving towards Age Related..</p> <p>All children to read and write phase 2 and phase 3 sounds by the end of Reception.</p> <p>Children to engage in purposeful writing in all areas of the setting.</p> <p>Parents are supporting learning at home as evidenced in reading records and attendance at</p>	<p>Results of one day review</p> <p>Learning walks , lesson study, lesson observations</p> <p>½ termly Pupil progress meetings</p>	<p>One day Hfl review of EYFS audit of provision £650</p> <p>Staff training approx. £600</p> <p>Learning Resources approx. £1200</p>	<p>On-going and half termly reviews at PPM</p>

			workshops			
4. To educate children in the importance of respecting difference and diversity in all members of the school community	Continue with fortnightly focus on values in through promoting in all aspects of school life as well as focused in assemblies, PSHE lessons and Values lunchtime club.	All / HT / SENCO INCO	Children show greater understanding of these values and the impact of their own behaviour on themselves and others. Children will demonstrate these values in their behaviour towards others, and have greater empathy towards others.	Behaviour incident log /anti-bullying /racist tracking incident Self-esteem termly tracking system Gov Curriculum, Staff & Pupils committee	Learning Mentor time 2 days a week to support identified individual/ groups of children	Ongoing
5. To monitor the attainment and progress of BME students in the school and ensure that they continue to be in line with peers.	Analyse attainment and progress data for BME students in all year groups	SLT / HT Curriculum Committee	Data shows that attainment / progress for BME students in school continues to be in line with peers.	AM7 data tracking Termly and at governors Curriculum Committee		Termly Annually at governors curriculum committee