

# Holtsmere End Junior School

## Equality Scheme March 2012

### Contents

- 1 School context
- 2 The legal background
- 3 Roles and responsibilities
- 4 Vision and values
- 5 Participation and Involvement
- 6 Using information Equality Impact Assessments, data and other information
- 7 Our school's equality priorities
- 8 Action Plans

# 1 School context

The characteristics of our school

What follows is a description of our school's location, with relevant demographic and socioeconomic contextual data. This data establishes the context within which our specific vision and values operate.

## **A brief description of our school and its community setting**

The School is set within the housing estate of Woodhall Farm, in Hemel Hempstead. The school population itself has a mixed profile of private and local authority

housing. The number of pupils eligible for free school meals is below the national average; the average number of pupils with a Statement of SEN is low, with two at present, but the number with SEN is closer to the national average. Generally around 24% of pupils come from a spread of minority ethnic groups, with children from an Indian background the largest single group at around 6%. Overall there are equal numbers of boys and girls in the school.

The majority of pupils transfer at age 7, from the linked infant school, however we typically admit additional pupils throughout the key stage. These have mainly been from families moving into the area, but we have also successfully provided an alternative school for children needing a fresh start. Children are therefore drawn from a wider area than the school's immediate locality and from a wider range of social backgrounds. Attainment on entry of children transferring at age 7, as evidenced by KS1 pupil data, is slightly above average.

Characteristic	Total	Breakdown
Number of pupils	180	Female 50% Male 50%
Number of staff	33	Female 97% Male 3%
Number of Governors	7	
Religious character		No particular religious character
Attainment at entry		
Mobility of school population		Stability indicator Raiseonline
Looked after children	0	As at March 2012
Pupils eligible for free school meals	8.2%	Female 41% Male 59%

Deprivation factor		
Proportion of pupils from a minority ethnic background	24%	
Proportion of staff from a minority ethnic background	0	
Proportion of pupils who speak English as an additional language	15.9%	
Proportion of pupils who have statement of SEN	2 children	NB 27 with SEN (15%)
Average attendance rate	95.8%	
Significant partnerships, community services, extended provision, special units	DESC SPLD Speech and Language Link services Dacorum School Sports Traveller support EP Autism advisory services CAHMs	
Awards, accreditations, specialist status		

## 2 The legal background

Our school is committed to *General Duty* under the Equality Act 2010 that underpins our scheme.

The protected characteristics for the schools provision are:

- age
- disability
- ethnicity and race
- gender
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

### **Race general duty**

Holtsmere End Junior School has 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.

### **Disability general duty**

**At Holtsmere End Junior School we implement accessibility plans which are aimed at:**

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

### **Gender general duty**

The School has a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
  - promote equality of opportunity between women and men, girls and boys
- Specific duties for disability, race and gender

In addition to the General Duty under the Equality Act 2010, there are specific duties that ask that schools outline how they intend to implement the general duty. All the specific duties have informed the structure of this Equality Scheme.

We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

**The school will meet its obligations under the Public Sector Equality Duty**

### **Community Cohesion**

Education and Inspections Act 2006

Holtsmere End Junior School is committed to carrying out the duty to promote community cohesion.

We will continue to 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 DCSF guidance in :

- 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 well.

Any required action relevant to disability, gender, race and community cohesion is specifically identified in the action plan.

### **3 Roles and responsibilities**

A commitment to implementation of our Equality Scheme actions through the relevant chain of responsibility

The Board of Governors of Holtsmere End Junior School, 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. There will be a report on equality and diversity to the Governors meeting every 12 months, usually in the Spring Term Governors' Meeting.

All staff are responsible for delivering the scheme as employees and as it relates to their area of work.

#### **Scheme reviews**

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

#### **Publishing**

We will publish this scheme, plus an annual update consisting of impact assessment results, progress made, refinements and amendments plus new actions. There will be a full-scheme review every three years in which we will make proposals for future action.

It will be available for parents to view on the school web site.

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 to 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 the 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.
- 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.

## 4 Vision and Values

The School's Published Aims and Values:

**To develop the abilities of all our pupils to the fullest extent so that each may reach his or her full potential**

- To achieve the highest possible standards of attainment in all subjects, through high quality teaching and learning
- To provide a broad and balanced curriculum, to which all have access
- To ensure that the children leave Holtsmere End able to meet the further academic and personal challenges that lie ahead

**To guide children in the development of their own individual ideas, beliefs, attitudes and standards within the framework of acceptable social behaviour**

- To make significant contributions towards the social, moral, physical, emotional, spiritual and aesthetic development of each child
- To instil in the children a respect for, and understanding of, all people regardless of race, religion, class or gender, and an awareness of their place and role in a multi-cultural society.
- To encourage self discipline, the development of independence and initiative and the acceptance of the need for responsibility, honesty, trustworthiness, reliability, perseverance and determination

**To form a partnership between school, home and the community in promoting the highest standards of educational provision**

- To encourage parents to play a key role, through high standards of involvement and communication, and to help them to understand the aims, objectives and working practices of the school
- To involve the wider community in the life of the school, and the school in the life of the community that it serves

**To provide a happy, safe, stable and welcoming environment and atmosphere for all**

- To make all children, and those who work in the school, feel confident that they have a positive valued part to play in the life of this school
- To create an environment and atmosphere which encourages positive attitudes to teaching and learning, and to relationships between all members of the school community

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

In fulfilling the Legal obligation in Section 3, we are guided by the following principals:

**All learners are of equal value:**

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

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

Accessing the views of our learners, parents/carers and other stakeholders

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding to tackle equality issues, we will consult and engage both 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 published information showing how the duty has been addressed.

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

Evaluating the impact in terms of the outcomes

**Impact assessment March 2012**

### **Performance Data**

Attainment is satisfactory. Pupil progress is considered satisfactory by the school.

Achievement is judged to be satisfactory overall. However, we are monitoring the progress of girls in maths

We will need to review and modify interventions to help with the sometimes language poor home environments.

### **Other Feedback**

# 7 Priority areas for action

Key priorities for action

Achievements to date

## Priority areas for action

Areas the school has identified as priority areas:

Priority	Category	Diversity strand	Background
Boys have made better progress than girls in the last 2 years	Curriculum	Gender	Investigate does this trend continue across the school? What are the predictions for this years SATs results?
1. Multicultural provision	Curriculum	Race religion	Review and make more explicit provision which prepares children for multicultural society
2. Multicultural provision	Curriculum	Race religion	Look at interventions for EFL children
3. Communications	statutory	Disability, race, gender	Ensure annual review of Equality Policy and annual reporting to Governors
4. Policy review	Statutory	Disability, race, gender	
5. Impact review		Disability, race, gender	
6. Reasonable adjustments?			

## 8 Action Plans

### Making progress on equality issues

Priority issue and objective	Category	Diversity	Task	Response	
1. Multicultural provision	Curriculum	Race religion			
2. Look at accessibility issues regarding yr 2 child for Sept 2012		Disability	*contact parents * SENCO to get advice *Check accessibility		
3. Communications	statutory	Disability, race, gender			
4. Policy review	Statutory	Disability, race, gender			
5. Impact review		Disability, race, gender			
6. Reasonable adjustments?					