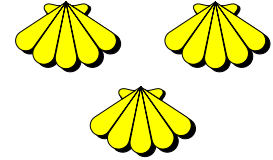


**High Wych C E  
Primary School**  
Founded in 1861



# School Equality Policy

2016/17 to 2018/19

## High Wych CE Primary School

Review date: July 2019



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# 1: Ethos and Values

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## Our equality vision and the values that underpin school life

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At High Wych, we aim to:

- Provide a balanced and enriched curriculum where every child is, supported by first hand experience, encouraged to have a life long enthusiasm for learning
- Offer opportunities for the staff to share their knowledge and expertise and to promote their professional development in line with the needs of the school
- Develop a supportive partnership within our community so that children can become positive role models and productive members of the local and global community
- Provide opportunities in a safe and stimulating environment where all children are challenged to be the best they can be and to take pride in and celebrate personal achievements
- Develop personal moral values through the teachings of the Christian faith and an understanding and respect of others' beliefs and culture
- Provide opportunities for each child to develop their life skills so they can face the challenges they may meet with confidence
- Encourage children to understand and care for the environment

To achieve this we will:

- Respect the equal rights of all pupils, staff and other members of the community
- Educate pupils about equality
- Work to promote positive attitudes to all in our school community
- Create an environment where respect and tolerance for all mean that pupils are able to reach their full potential
- Promote equality in all aspects of school life by challenging stereotypes and self limiting aspirations
- Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils
- Work together to close achievement gaps.



## 2: School Context

### The characteristics of our school

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High Wych is a Hertfordshire Primary School for girls and boys from 4 to 11. The school is situated on a large, attractive site overlooking the surrounding countryside. High Wych was built as a one-form entry, Church of England VC school in 1961. It has eight large classrooms, a main hall, a technology resource area, excellent library facilities and a dining-area with a food technology area. The school is very well resourced across the curriculum. There are also extensive play areas. Each year group has a full-time teacher. We also have an excellent and experienced team of support staff. In addition, the school also has a dedicated pool of voluntary helpers who provide valuable support in a variety of ways. Our sports activities ensure provision for all. Continuing professional development and, where appropriate, the support of external agencies ensure continued cohesion and targeted provision for all groups of children.

**A brief description of our school and its community setting can be found on our website:  
<http://HighWych.herts.sch.uk>**

Staff and Governors at High Wych are strongly committed to ensuring that no children are disadvantaged or subject to discrimination. We want to provide a diverse community where all feel valued, all are welcome and all receive the best we can offer.

All of our children are given equal chances to experience the full range of activities offered by the school. We work hard to ensure that resources we use in school do not promote stereotyping. We do seek to positively promote equal opportunities and positive attitudes. Wherever possible, we seek to provide situations where our children can engage with the diverse wider community of which they are part.

We have steadily worked to improve access to the school for people with physical disabilities. We have appropriately adapted toilets by the staffroom and some accessibility to outer doors to the school where possible. Lighting in and around the school has been improved.



# 3: Legal Background

## The duties that underpin our policy

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 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 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

### Disability

At High Wych, 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.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

### 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. Through extending our links into the local community, the children experience the impact of equality legislation first hand.



## 4: Roles and Responsibilities

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

### ***Commitment to implementation***

The Headteacher retains overall responsibility for ensuring that equality is part of routine discussion between senior leaders and all staff who report to the Headteacher on actions and progress.

Equality and diversity is a standing agenda item at all half-termly governor meetings.

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

***We are transparent in our decision making and in reporting our achievements in fulfilling the aims of the Equality Duty.***

### ***Commitment to action***

#### **Governors will:**

Provide leadership and drive for the development and regular review of the school's equality and other policies

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

Be good 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

Ensure that the school carries out the letter and the spirit of the statutory duties

#### **Headteachers and senior staff will:**

Ensure that the school carries out its statutory duties effectively

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

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

Provide appropriate role modellings 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

#### **Line managers/SLT will:**

Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard

Implement the school's equality policy, 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

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)

Contribute to managing the implementation of the school's equality policy

**All staff: teaching and non-teaching will:**

Maintain awareness of the school's current equality policy and procedures

Implement the policy as it applies to staff and pupils

Contribute to consultations and reviews

Raise issues with line managers which could contribute to policy review and development

Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy

Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Contribute to the implementation of the school's equality policy





# 5: Engagement

Involving our learners, parents/carers and others

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## Engagement – Participation and Involvement

We 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 will be included in our annual equality report showing how the duty has been addressed.





## 6: Using information

We use data and evidence to inform our decisions. Regular reviews of our equality procedures, both at governor and Senior Leadership Team level, ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. Careful monitoring ensures that we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

### Action plan review 2013-2016

Objective	Action	Review
To ensure that recruitment panels comprise of from a variety of backgrounds and that one or more are present	Ensure govs are trained in safer recruitment so that they can be on the panel	Governors are trained and available to be on the panel should interviews be required
To continue to actively recruit qualified staff from both sexes	To encourage the best staff no matter what To ensure there are good role models within teaching and support staff for children to observe	We have 2 male teaching staff members and 2 cleaning staff and all staff provide good role models
Closing the gender gap across the school	Governors to visit subject leaders to discuss data Teachers to focus on those children falling behind especially where gender gaps appear.	Evidence is used termly to see how we are closing the gap in core subjects and this is then used to plan further actions to support boys writing and reading and girls maths.



## 7: Our School's Equality Objectives

Key priorities for action

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### Equality Objectives 2016-2020

1. To close the gaps in progress for all groups of children across all year groups and in particular those with SEN/D so that all make good or better progress
2. Continue to address the gender gap in progress across all groups, for example to improve progress for girls in mathematics and boys in writing.
3. To promote religious and ethnic understanding and cohesion

Whilst we are only required to set equality objectives every four years, we will review our equality objectives annually to ensure that they remain relevant and challenging, and set new objectives more frequently as appropriate.



8: Equality Objectives Action Plan 2017-2018

Making progress on equality issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Review date
<b>Objectives are reviewed by the lead governor and reported to the FGB every half term.</b>								
To close the gaps in progress for all groups of children across all year groups and in particular those with SEN/D so that all make good or better progress	Race/disability/sex/religion and belief				Advance equality of opportunity	Whole staff	All SEN/D pupils make good progress or better	Every half term
Continue to address the gender gap in progress across all groups, for example to improve progress for girls in mathematics and boys in writing.	Disability				Eliminate discrimination, advance equality of opportunity	Governors	All pupils make good progress or better, no matter what their gender  Boys writing results equal to that of girls at end of KS2  Girls' achievement in mathematics is equal to that of boys at end of KS2	Every half term
To promote religious and ethnic understanding and cohesion	Race/Religion/Belief				Advance equality of opportunity, particularly in light of changing profile of school pupils  Review teaching materials and curriculum to ensure there are opportunities to positively promote multi-cultural Britain	Whole school		Every half term

