

School Equalities Scheme



Ladbroke JMI School

2012 – 2015



Work Together, Achieve Together

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1: Vision and Values

Our equality vision and the values that underpin school life



OUR VISION

At Ladbrooke we will create a safe, nurturing and welcoming environment, setting clear boundaries and leading by example. We will endeavour to build strong links with parents and help children to recognise the part they play in our school and the wider community.

We will deliver a stimulating, creative curriculum which we hope will inspire a love of learning in every child. We will give children responsibility for their learning by providing choices and celebrate their efforts and successes. We will learn and grow together.

Having experienced a wide range of learning opportunities we aim for our children to leave us with a strong foundation for a happy and successful future.

'Work Together, Achieve Together'



Ladbrooke JMI School Aims



At Ladbrooke we aim:

- To provide a safe, nurturing and welcoming environment which meets the needs of every child
- To provide our children with a stimulating, creative, challenging and inclusive curriculum
- To enable our children to take responsibility for their learning and to develop the ability to work independently and cooperatively
- To enable our children to develop a sense of citizenship through our agreed school values
- To enable our children to develop care for and respect themselves, others and the world around them
- To encourage partnerships with parents and the wider community

2: School Context

The characteristics of our school

Ladbroke JMI School is a welcoming, one form entry Community School, which is highly inclusive.

The school has 210 full time pupils in FS2 (– Y6 and 30 part time pupils in F1 (Nursery). The school is a popular choice locally being consistently oversubscribed.

The majority of the pupils live in the Potters Bar area. One strength of the school is its diverse population. The area immediately surrounding the school is predominantly one where property is owner occupied and the school also has a sizeable contingent of pupils from two nearby former GLC overspill estates.

Breakdown for the year 2011-2012

| Characteristic | Total | Breakdown (number and %) |
|--|--------------|---|
| Number of pupils | 233 | 52% Female 48% Male |
| Number of staff | 40 | 97% Female 3% Male |
| Number of governors | 12 | 58% Female 42% Male |
| Religious character | - | Non Denominational |
| Attainment on entry | - | Above national averages |
| Mobility of school population | - | Very low |
| Pupils eligible for FME | 20 | |
| Deprivation factor | 0.15 | |
| Disabled staff | None | |
| Disabled pupils (SEN/LDD) | 6 | 2 x Hearing Impaired (S) 1 x Physical Impairment (S) 2 x Speech and Language (S) 1 x Medical (S) |
| Disabled pupils (no SEN) | 0 | |
| BME pupils | 9 | |
| BME staff | None | |
| Pupils who have EAL | 42 | 18% |
| Average attendance rate | Good | 95.5% – 96% |
| Significant partnerships, extended provision, etc. | - | Potters Bar and Villages Sports Partnership Wroxham Teaching Alliance Extended Schools Partnership |
| Awards, accreditations, specialist status | | |

3: Legal Background

The duties that underpin our scheme

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 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*

Disability

At Ladbrooke JMI School 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 provision 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

We believe our school has a key part to play in promoting community cohesion through our approach to:

- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to success at the highest level possible
- Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different background

4: Roles and Responsibilities and Publish Information

Chain of accountability

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

Commitment to implementation

The 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 | Headteacher |
| Disability equality (including bullying incidents) | Headteacher |
| SEN/LDD (including bullying incidents) | Headteacher |
| Accessibility | Headteacher |
| Gender equality (including bullying incidents) | Headteacher |
| Race equality (including racist incidents) | Headteacher |
| Equality and diversity in curriculum content | Headteacher |
| Equality and diversity in pupil achievement | Headteacher |
| Equality and diversity – behaviour and exclusions | Headteacher |
| Participation in all aspects of school life | Headteacher |
| Impact assessment | Headteacher |
| Engagement /Stakeholder consultation | Headteacher and Governing Body |
| Policy review | Governing Body and Staff |
| Communication and publishing | Governing Body and Headteacher |

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.

Publish Information - specific duty to demonstrate compliance with the public sector equality duty

At Ladbrooke JMI School we will publish information annually

Where will equality information be published? Information must be accessible.

At Ladbrooke JMI School equality information will be available on the school website

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
- 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
- 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)

Headteachers and senior staff will:

- 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 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
- Ensure that the school carries out its statutory duties effectively

Line managers 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 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
- 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 scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

5: Engagement

Involving our learners, parents/carers and others

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

We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

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.

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

We use data to track groups of children and help us to ensure all groups of children are making equal progress and highlight vulnerable groups.

Surveys of pupils, parents and staff are carried out annually to help with our self evaluation process

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Disability:

The school and the classrooms have been reorganised to allow for better access for wheelchair users

A plan has been made to improve access to all areas outside in the playgrounds

Our tracking system includes identifying children with disabilities and ensuring they are on track with progress

Gender:

All children have equal access to the curriculum irrespective of gender. For example we include girls in our boy's football team as well as having separate girl's teams. Boys are included in our netball team

Boys and Girls attainment and progress are tracked each term to ensure that there are no negative trends

Ethnicity & Race:

Our new creative curriculum is committed to developing an awareness of other cultures and issues around the world

Ethnic groups and children with English as an additional language are tracked each term

Community Cohesion:

We have developed local links with

- Local schools – primary and secondary
- Local faith groups - ACT IV and St Mary's Church and Little Heath Church
- Local businesses supporting school and sharing expertise
- Blogging including links with schools around the country and abroad

Equality Objectives

Our equality objective-setting process has involved gathering evidence as follows:

- Consultation with stakeholders
- Assessment Tacking
- Learning Walks and Heath and Safety Walks

List the equality objectives:

| | Equality Objectives | Protected Characteristic |
|----|--|--------------------------|
| 1. | To improve outside access for all children to all areas of the grounds | Disability |
| 2. | To raise attainment for FSM Pupils | |
| 3. | To raise attainment for pupils with SEND | Disability |
| 4. | To celebrate the cultural difference of our school community | Ethnicity |
| 5. | | |

: **Setting Equality Objectives Action Plan**

Making progress on equality issues

| Equality Objectives | Protected Characteristic | General Duty | Responsibility | Measurable success Indicator | Timing | Review Date | Last Year review |
|--|---------------------------------|--------------------------|-----------------------|--|---------------------------------|--------------------|---|
| To improve outside access for all children to all areas of the grounds | Disability | Equality of Opportunity | HT / Site Manager | Increased access to areas outside the class due to improved pathways | Long term | Annually In July | The development is set as part of a project to develop an outside classroom space. Planning permission now in place. |
| To raise attainment for FSM Pupils | - | Eliminate Discrimination | Class teachers | Children to make at least 3 points progress in a year | Termly Tracking Annual Analysis | Annually in July | Across the school there is very little difference between FSM children and the rest of the cohort. In some cases they outperformed their peers |
| To raise attainment for pupils with SEND | Disability | Eliminate Discrimination | Class teachers | Children to make at least 3 points progress in a year | Termly Tracking Annual Analysis | Annually in July | Children with SEN continue to close the gap on previous years. We are still working to develop improved interventions so this continues. |
| To celebrate the cultural difference of our school community | Ethnicity | Foster Good Relations | All staff | Evidence of cultural difference within the school Events held in school | Annually | Annually in July | This is an area that still needs to be developed. Y5/6 studied Africa as part of their curriculum |
| To raise the % of girls achieving L5 in maths | Gender | Equality of Opportunity | Class teachers | Children to make at least 3 points progress in a year | Termly Tracking Annual Analysis | Annually in July | 100% of children achieved 2 levels progress in maths in 2014. At L4b+ girls matched boys in maths. At L5 there were 2 more boys who achieved L5 than girls and at level 6 20% girls and 40% boys achieved |