

Bernards Heath Junior School



School Equality Scheme

2021 – 2025

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1: Vision and Values



Nurturing every child, encouraging their knowledge and talents, preparing them to lead useful and fulfilling lives.

2: School Context

The characteristics of our school

A brief description of our school and its community setting 2020-2021

Characteristic	Total	Breakdown (number and %)
Number of pupils	357	Number and % Female (175 / 49%) Number and % Male (182 / 51%)
Number of staff	42	(36) 86% Female (6) 14% Male
Number of governors	15	(10) 67% Female (5) 33% Male
Religious character		None
Attainment on entry		Average
Mobility of school population		95% (National 86%) Average
Pupils eligible for FSM		6% (National 23%) Below National
Deprivation factor		Lowest Quintile Below National
Disabled staff		0.0%
Disabled pupils (SEN/LDD)		SEN (12.6%) Below National (14.6%)
Disabled pupils (no SEN)		0.0%
BME pupils		27%
BME staff		14%
Pupils who speak English as an additional language		10% (National 21%) Below National
Average attendance rate		97.6%
Significant partnerships, extended provision, etc.		VISTA (Extended Schools Consortium), St Albans Plus, ABC...XYZ (Before and After School Care), Bernards Heath Infant School, APEX Sports, Football Futures, Heath Hill Partnership, St Albans Secondary Schools, University of Herts, Kevin Rackind Coding, Mark Wesley Gym, INTERM IT

Current Situation

The standard procedures and processes of our school – disability

The Governors and staff aim to ensure that every child with a special need will receive the best possible education to enable them to fulfil their full potential. In particular we aim

- To enable every pupil to experience success
- To facilitate effective learning by raising self esteem
- Have high ambitions and set stretching targets for them
- To ensure all pupils receive appropriate educational provision that is relevant and differentiated and that demonstrates coherence and progression in learning.
- To give children with SEND equal opportunities to take part in all aspects of the schools provision.
- To identify, assess, record and regularly review pupils progress and needs.
- To involve parents in planning and supporting at all stages of their child's development. Ensure decisions are informed by the insights of parents and the children themselves.
- To work collaboratively with parents, staff and other professionals including support services.
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Taken from Bernards Heath Junior School SEN Policy

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

From 2007 the school initiated a process of making the school accessible to all disabled users; this is continuously assessed and adapted according to current needs. This has involved replacing steps with an entrance ramp to the school, providing a ramp access to the main hall, the widening and replacing of doors in the staff resources area, providing a disabled toilet and providing a disabled ramp access and exit to the staffroom. On-going monitoring by Governors.

The standard procedures and processes of our school – gender

Equal Opportunities - Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities that will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of gender stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

Are all children able to try out new roles in play and learning activities?

1. Are all classroom tasks shared equally between girls and boys?
2. Do all children get an equal chance to use equipment and resources?
3. Do all our displays and teaching aids present a non-sexist attitude?
4. Are our responses to bad behaviour the same to both boys and girls?
5. Are men and women from other cultures presented to children in a non-stereotypical way?
6. Do all children have equal access to playground space and other play facilities?

The standard procedures and processes of our school – race and ethnicity

Equal Opportunities - Race:

It is our school policy:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race or ethnicity.
- To challenge racism in the context of a caring school community.
- To track individuals' progress to ensure that there is no disparity between all groups within the school community.
- In order to fulfil the above, the following types of behaviour will not be tolerated:
- Provocative behaviour, i.e. wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manner.
- The ridiculing of an individual for cultural or religious differences.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race.

The school has an annual 'Arts WEEK' which embraces arts from many cultures and religions e.g. Haka - Zealand, rangoli - hand patterns, Aboriginal Art, Chinese Art, African Mask making. Topics taught through Geography and History encompass experiences from other countries and cultures (e.g. Brazil, Egypt, Greece). We celebrated International Languages Day by teaching the children 'Hello' in 32 languages. We plan to do an annual 'International Evening' to celebrate the diversity of the school community.

The standard procedures and processes of our school – community cohesion

Aims and Objectives

At Bernards Heath Junior School the aim of collective worship is to accomplish the following:

- Reflect on values that are of a broadly Christian nature and on their own beliefs.
- Develop a community spirit, a common ethos and shared values.
- Consider spiritual and moral issues.
- Respond to the worship and themes offered through the schools PSHE curriculum and JigSaw Materials.

Taken from Bernards Heath Junior School Collective Worship Policy

The School has sought to involve community faith groups e.g. a Christian vicar who regularly visits and takes assemblies, a Jewish Rabbi, a Jewish Parent who helped in the delivery of a Unit of Study on Judaism, a Muslim parent who helped in the delivery of a Unit of Study on Islam. A class for Bangla children runs within the context of the school's after school provision. This club is well supported and run by a member of the school's support staff.

Community Cohesion

At Bernards Heath Junior School we understand that 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.

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 nine protected characteristics for school provisions are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Disability

At Bernards Heath Junior 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.
- ensuring accessibility to the school environment and education provision of the school for all parents

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

4: Roles and Responsibilities and Publish Information

The Governors, supported by the Headteacher and staff, are 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	Governors and Head Teacher
Disability equality (including bullying incidents)	Governors and Head Teacher
SEN/LDD (including bullying incidents)	Governors and Head Teacher
Accessibility	Governors and School Business Manager
Gender equality (including bullying incidents)	Governors and Head Teacher
Race equality (including racist incidents)	Governors and Head Teacher
Equality and diversity in curriculum content	Governors and Head Teacher
Equality and diversity in pupil achievement	Governors and Head Teacher
Equality and diversity – behaviour and exclusions	Governors and Head Teacher
Participation in all aspects of school life	Governors and Head Teacher
Impact assessment	Governors and Head Teacher
Stakeholder consultation	Governors and Head Teacher
Policy review	Governors and Head Teacher
Communication and publishing	Governors, Head Teacher & SBM

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. Following this regular impact assessment, the whole equality scheme will be reviewed every four 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.

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

At Bernard Heath Junior School we will publish information annually.

At Bernards Heath Junior 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

All Pupils/students will:

- Be encouraged to share views via questionnaires and Pupil Council Meetings
- Be made to feel comfortable in expressing concerns to staff
- Behave with respect and fairness to all adults and children

All Parents/carers will:

- Be encouraged to share views via questionnaires
- Be made to feel comfortable in expressing concerns
- Behave with respect and fairness to all adults and children

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement of the School Community taking into account the protected characteristics listed under the Equality Act 2010:

A questionnaire is sent to all stakeholders at the beginning of the Equality Scheme development process. The responses from this questionnaire are analysed and any issues that arise form part of the Equality Scheme Objectives.

When deciding what to do to tackle any 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.

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.

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

- Improved access to front and rear of school. Disability Access Grant obtained towards front path, Disabled toilets, rear entrance, staff room exit (2007)
- New extension has catered for disabled pupils with appropriate doors and an extra disabled toilet (2011)
- Access to Hall for wheelchair users via exterior ramp (2011).
- Minority groups identified and closely monitored in school's provision map (continuous).
- Separate changing areas for male and female pupils in Years 5 and 6 (2011)
- 2x Disabled Parking/Pick Up/Drop Off points in Car Park (2011)
- Installation of a defibrillator in the library

Write a brief statement stating how your school's equality objectives were chosen:

Areas the school has identified as priority areas as a result of analysis of the stakeholder surveys of both schools (most recent March 2021) are identified in the following table over.

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
1. To ensure all pupils make expected progress regardless of gender, disability, ethnicity, race, religion or social deprivation	Gender, disability, ethnicity, race, religion or social deprivation		All Staff	Pupil Progress Meetings	Termly	Ongoing
2. To ensure all areas of the school are accessible to the diverse needs of all stakeholders	Disability		Governors	All children, staff, governors, parents and visitors are able to access all areas of the school	Ongoing	Ongoing
3. To ensure all staff are appropriately trained and informed about any specific issues relating to disability e.g. epilepsy, autism etc	Disability		All Staff	We can effectively meet the needs of all children and their disabilities	Termly	Ongoing
4. To ensure school policies and procedures are not discriminatory in any way to any individual or group through a continuous process of monitoring and evaluation	All		All Staff, Governors	No child or family perceives any discrimination in our provision	Ongoing	Ongoing
5. To continue to embrace all cultures, faiths and family within the school community and beyond	All		All staff and governors	Parents survey indicates all stakeholders feel valued and do not perceive discrimination in any form	Ongoing	Ongoing

