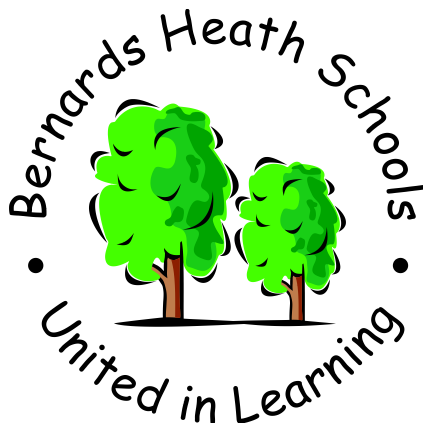


Bernards Heath Infant and Nursery School



Equality Scheme and Action Plan

Demonstrating our compliance with the Public Sector Equality Duty (PSED) and outlining our Equality Objectives.

2019-2021

Signed by Chair of governors: _____ Date: _____

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At Bernard's Heath Infant and Nursery school we share our days with children who are just starting to find their place in the world.

Ethos

Our school is happy, safe learning environment that actively promotes curiosity, challenge and creativity. We are proud of our school and the **strong relationships we have with our families**. We celebrate kindness, **respect and individuality** as we strive to be the best versions of ourselves.

Our children develop enquiring minds and the skills needed for lifelong learning through an active and engaging curriculum.

We can do this because:

- We provide a committed staff team who offer high quality teaching and inspiring learning environments drawing on a wealth of knowledge, strengths and skills.
- We value achievement and strive to ensure each child is appropriately challenged and reaches their full potential.
- We empower our children to become responsible citizens in our diverse community.
- We know that working together as a team – staff, parents, governors, the local and wider community, enables us to meet the needs of all of our children.

We believe that our school should be an inclusive community that welcomes and celebrates differences. Full and meaningful partnership with parents and professionals – and the active involvement of other members of the local community – is also valued. We intend that our ethos and values will actively seek to promote equality and tackle discrimination.

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of children at the school and in society, and prepare children for the opportunities, responsibilities and experiences of later life.

The Equality Act 2010

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty (PSED) and also provides guidance to staff and outside visitors about our approach to promoting equality.

The Public Sector Equality Duty (PSED) consists of three main elements:

- Eliminate unlawful discrimination, harassment or victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a **protected characteristic** and those who do not
- To foster good relations between people who share a **protected characteristic** and those who do not

Protected Characteristics	
	<p>Race Disability Sex/gender Age* Religion or belief Sexual orientation Pregnancy and maternity Gender reassignment Marriage and Civil Partnership* *For staff only</p>

School Context

Jan 2020

Characteristics	Total (number and %)
Number of Pupils	305 Female 146 48% Male 159 52%
Number of Staff	Female 56 97% Male 2 3%
Number of Governors (website)	Female 10 83% Male 2 17%
Mobility	Below National Average
Pupils Eligible for PPG	2 in FS1 2 in FS2 9 in Y1 2 in Y2
Religious Characteristic	None
Attainment on entry	Most children are at age related on entry.
FSM	11 children 3%
CLA	2 children
Disabled Staff	n/a
Disabled Pupils SEN (No of chn)	Disabled pupils with SEN: EHCP: 4 SEN Register: 27
Disabled Pupils (No SEN)	n/a
BME Pupils (all none WB and non W Irish)	85 28%
BME Staff	14 24%
Attendance	Autumn term: 97.3% 2014/2015: 96.1%
Pupils who speak more than one language (EAL)	7%
Community Partnerships	Bernards Heath Junior School, Marshalswick Children's Centre, Local Childminders, Busy Bees, VISTA, The Allotment Society, Brownies, Herts Meals (for the elderly), The Womens Refuge, University of Hertfordshire, Liv Village (south Africa), Starfish Ward (Watford Hospital), Afterschool club (inhouse), Heads cluster meetings, PSHE cluster meetings, 3 Assessment moderators for county in-house, Downs Syndrome advisory team, OT team, Speech and Language teams.

Key Principles

Our approach to effective equalities provision is based on the following **7 key principles**:

1. All learners are of equal value.

Learners, potential learners and their parents may need reasonable adjustments made to access the curriculum/school. Truly valuing individuals does not mean treating everyone the same. Our policies, procedures and activities **must not discriminate** and we must look at individual's needs and strive to **remove barriers** to avoid them becoming disadvantaged.

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and **strive to remove barriers** and disadvantages which people may face. Our policies, curriculum, assemblies and community projects provide learners with experiences of lives different to their own. We believe that **diversity is a strength** which should be respected and celebrated by all those who learn, teach and visit our school. Staff completed Bias training in Jan 2020 and this has impacted their outlook on gender and making sure stereotypes are openly challenged.

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

We want all members of our school community to feel a **sense of belonging** within the school and wider community and to feel that they are **respected** and able to **participate fully** in school life. We actively promote **positive attitudes** and **mutual respect** through school rules, consequences and Learning Heroes. We provide a curriculum that teaches children about 'difference' and supports them to develop healthy relationships and talk when they are worried or upset. Our 'no lids on learning' culture teaches children to view their learning and what they might achieve positively. We have just introduced a new learning hero concerning diversity and the importance of accepting differences.

4. We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures **benefit all employees** and potential employees in all aspects of their work. Our staff well-being events are varied to ensure groups are not disadvantaged or excluded. We have a wellbeing programme (SAS) where staff can have an annual 'MOT' as well access to mental health support too. We have a very small turn over of staff in Bernards Heath Infant and Nursery School – we are proud of this.

5. We have the highest expectations of all our children.

We expect that all pupils make good progress from whatever their starting point might be. The language of learning and our school ethos of **challenge for all** means that **interventions are targeted** ensuring children get the support they need. We are committed to strong partnerships with parents and believe that these **partnerships impact positively** on children and their learning.

6. We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the **most vulnerable groups** of pupils raises standards across the whole school. Individual case studies outline the measure taken by the school to support the most vulnerable children and their families.

7. Objectives to move our Equalities forward

We formulate and publish **specific and measurable objectives** based on evidence we have collected and published. The objectives are reviewed every 2 years.

Responsibilities:

Commitment to Implementation

Vicky Penn – staff responsible
Sara Sherafat-Scott - governor

Headteacher retains overall responsibility for ensuring that the Action Plan is delivered effectively. V Penn to implement and track the targets and feedback to governors and Headteacher.

Every 12 months (July), V Penn will report to the Headteacher on actions and progress.

Every 12 months (July), 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.

Commitment to action

Our Governors will:

- o Provide leadership and drive for the development and regular review of the school's equality and other policies
- o Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- o Highlight good practice and promote it throughout the school and wider community
- o Provide appropriate role models for all managers, staff and pupils
- o Congratulate examples of good practice from the school and among individual managers, staff and pupils
- o Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- o Ensure that the school carries out the letter and the spirit of the statutory duties

Our Headteacher will:

- o Initiate and oversee the development and regular review of equality policies and procedures (via V Penn)
- o Consult pupils, staff and stakeholders in the development and review of the policies
- o Ensure the effective communication of the policies to all pupils, staff and stakeholders
- o Ensure that staff are trained as necessary to carry out the policies
- o Oversee the effective implementation of the policies
- o Hold line managers accountable for effective policy implementation
- o Provide appropriate role models for all staff and pupils
- o Highlight good practice from departments, staff and pupils
- o Provide mechanisms for the sharing of good practice
- o Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- o Ensure that the school carries out its statutory duties effectively

Our Senior Leadership Team will:

- o Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- o Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- o Be accountable for the behaviour of the staff team, individual members of staff and pupils
- o Use informal and formal procedures as necessary to deal with 'difficult' situations
- o Behave in accordance with the school policies, leading by example
- o Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals

All staff: teaching and non-teaching will:

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

All pupils will:

- o Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- o Contribute to consultations and reviews.

All Parents/carers will:

- o Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- o Contribute to consultations and reviews.

Staff protection:

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) 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 with 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 our 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.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- 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.
- Transgender identity - we have guidelines to support staff concerning gender identity.

Equalities achievements to date:

Disability

- Accessible car parking space.
- Accessible toilets.
- Key staff are trained to deal with the specific needs of children with a disability in school to ensure they can access the curriculum appropriately.
- Sound proofing in hall.
- Hearing impairment support systems around school.

Gender

- Close monitoring of pupil tracking data and end of Key Stage data to analyse and identify any issues relating to gender.
- Some curriculum adaptations have been made (eg books chosen to encourage boys to write).
- Non-stereotypical literature encouraged in classrooms.
- Bias training for teachers

Race

- A range of resources and materials (including new books) has been developed to recognise as a whole school a variety of cultural celebrations and religious festivals.
- Diverse displays in school.
- Global family event
- Coronavirus Update 7 (June 5th 2020). Raised the issue of the BLM Protest marches and explained that “at school we are committed to having conversations with each other, with you, with our wider communities and with your children”. The update included 3 pages of suggested “Important books to read” to children on the issue of race, racism and tolerance.
- The weekly theme (during Lockdown) was “People who have changed the world” and i celebrated a diverse group of people such as Rosa Parks.
- There is a large amount of community involvement in the school in many areas. Global family events, visitors in assembly...etc.
- New learning hero this year Giraffe – to promote diversity and individuality.
- Bias training for staff Jan 2020.

Current 2019-2020 objectives

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

- o Pupil Progress and Assessment monitoring data for KS1 and FS
 - o Feedback from our HIP
 - o Feedback from annual questionnaires – parents, staff and children
 - o Evaluations from parent information evenings
 - o Curriculum Skills document developed for long term planning which is reviewed annually
 - o Internal monitoring and observations by SLT
- Input from Governors

Protective characteristic	Objective
1. Gender	To ensure teaching is non-bias. Staff ‘call out’ children and other adults in the school making sure that stereotypical statements are questions. <i>For example; ‘boys are stronger than girls’, staff choosing boys to move furniture rather than girls.</i>
2. Disability	To ensure that children with speech and language or other communication difficulties make good or accelerated progress across their school learning journey.
3. Race	To ensure children from the travelling communities make good or accelerated progress across their school learning journey.
4. Disability and race	To ensure teachers personalise learning (visual timetables /larger print) for pupils when needed. <i>For example EAL, settling children when returning to school from Covid 19 (having had a long time away), children with limited sight or limited hearing, autistic children, ASD children. Children who are vulnerable and not at school due to Covid-19 will have video communication with staff through Teamer.</i>

Action Plan

Equalities Objective	Protective characteristic	General duty	Responsibility	Success Indicator	Timing	Review date
To ensure teaching/classroom management is non-bias.	Gender	Eliminate unlawful discrimination, Advance Equality of opportunity	All staff	Non-bias behaviours are not seen in the classroom. Staff ‘calling out’ children and others.	ongoing	July 2021
To ensure that children with speech and language or other communication difficulties make good or accelerated progress across their	Disability	Eliminate unlawful discrimination, Advance Equality of opportunity	All staff	Children with Speech and language and communication difficulties make good or accelerated progress.	ongoing	July 2021

school learning journey.				LSA's 'learn from the S and L therapist in the 1:1 sessions and repeat the teaching in the classroom.		
To ensure the children from travelling communities make good or accelerated progress across their school learning journey.	Race	Eliminate unlawful discrimination, Advance Equality of opportunity	All staff	Children from the travelling community make good or accelerated progress. Teachers track the children closely and, through interventions, allow the children to make accelerated progress.	ongoing	July 2021
To ensure teachers personalise learning (visual timetables /larger print/video links) for pupils when needed concerning learning or the structure of the day.	Disability race	Eliminate unlawful discrimination, Advance Equality of opportunity	All staff	Children are using visual cues and larger print when needed to enhance children's understanding when learning and help them feel safe in the classroom (timetables) Children who can't attend school due to Covid-19, have video communication with key staff members.	Ongoing	July 2021
Teachers to ensure the curriculum of each year group emphasises diversity wherever possible - particularly in relation to black lives and black history. #BLM	Race	Eliminate unlawful discrimination, Advance Equality of opportunity	All stakeholders	Children understand that the importance of learning about, and respecting diversity in all its forms and particularly in relation to black lives and black history.	June 2020 #BLM	July 2021