



# SAUNCEY WOOD PRIMARY SCHOOL

## Equality Policy

<b>Responsible Committee</b>	FGB
<b>Reviewed</b>	June 2023
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## 1. Vision and Values

The vision and values that underpin life at Sauncey Wood Primary School are based on the belief that all members of the school community have the right to be treated equally and fairly.

We acknowledge that our backgrounds, abilities, knowledge, and experiences are all different, and should be valued and appreciated. At Sauncey Wood we strive to ensure that no-one is excluded or disadvantaged because of race or ethnicity, religion and beliefs, culture, family background and circumstances, disability, gender, sexual orientation, special educational needs, ability, or any other characteristic.

At Sauncey Wood we aim to provide a positive holistic learning experience that supports the spiritual, moral, cultural, mental, and physical development of each child. We provide an environment in which each child learns about equality and inclusion, respect for others, and where each child feels valued and nurtured. A rich and creative curriculum is delivered by effective and committed teaching, giving each child the opportunity to achieve their full potential across all areas of learning.

It is our vision that the core aspects and values of school life at Sauncey Wood underpin pupils' development into confident, responsible, and caring individuals. Our School Equality Policy reflects our vision and values to:

- respect the equal human rights of all pupils, members of staff and the wider school community,
- create an environment where pupils' ideas and beliefs are treated with respect,
- treat each child as an individual, encouraging self-confidence and self-worth,
- advance equality of opportunity and protect from discrimination and harassment,
- be respectful of diversity across all areas of school life,
- promote mutual respect, integrity, kindness, and tolerance,
- promote positive attitudes to disability by enabling everyone in the school community to contribute to, and gain, full access to all activities,
- promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspiration,
- promote respect for all persons from different racial and ethnic backgrounds,
- comply with relevant Equality and Diversity Legislation by creating and implementing a School Development Plan that fosters good relations and eliminates discrimination or harassment across The Protected Characteristics of age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation,
- promote and support community cohesion to ensure that all members of our school community feel safe and secure, included, and that their overall experience of school life is positive and valued.

## 2. School Context

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

Sauncey Wood is a one-form entry primary school with a Published Admission Number (PAN) of 210 pupils. It is situated within a mixed (private and social housing) residential neighbourhood, one and a half miles from the centre of Harpenden. The school building dates from circa 1950. It is bright, spacious, and set within a large, open, grassy space that is used for sport, games, and other outdoor activities, including The Daily Mile. A wooded area within the grounds is used for Forest School, nature and art studies, and as an outdoor classroom.

The school works in close partnership with 24 other local schools as part of Harpenden Plus Partnership to offer support to parents on various issues and topics.

Although many of the pupils live locally and can walk to school, a proportion of pupils travel from outside the local area, including some from across the county boundary.

Our pupils come from a wide range of socio-economic backgrounds and diverse family structure and circumstances. We have several pupils:

- for whom the school receives the Pupil Premium Grant (PPG),
- who are from minority ethnic backgrounds, including some who have English as an additional language,
- who have special education needs or a disability (SEND),
- who are supported through an Education Health Care Plan (EHCP).

Sauncey Wood School has specially resourced provision in their Speech and Language Base for up to ten pupils in years 3 to 6. The Base delivers specialist teaching in a supportive learning environment to pupils with a statement for Special Educational Needs (SEN).

The school works with Apex Clubs to provide Breakfast and After-school provision and activities.

#### The Characteristics of Sauncey Wood School

<b>Characteristic</b>	<b>Total/ further information</b>
Number of pupils	198
Number of staff	54
Number of governors	12
Religious character	None
Attainment on entry	Below National Average
Mobility of school population	In line with national average
Pupils eligible for PPG	52 (26%)
Deprivation factor	Lowest below 40% (0.1)
Disabled staff	0 (0%)
Pupils with special educational needs (SEN)	32 (16%)
Disabled pupils (no SEN)	0 (0%)
Ethnic minority pupils	44 (22%)
Ethnic minority staff	1 (0.5%)
Pupils who speak English as an additional language	24 (11%)
Average attendance rate	96%
Significant partnerships, extended provision, etc.	Harpenden Partnership Plus Apex Breakfast and After school Clubs
Awards, accreditations, specialist status	Healthy Schools – 2015 Enhanced Healthy Schools – 2016 Early Years Quality Standard - Bronze 2016, Silver 2017, Silver 2018 Curiosity Accreditation 2022

### 3. Legal Background

The Equality Act 2010 strengthened the law to support the progress on equality as a whole. The Act details a list of 'protected characteristics' that are the grounds upon which it is unlawful to discriminate against people. Since 2011, it is required that educational settings:

- remove or minimise any disadvantages suffered by people who share a protected characteristic,
- take steps to meet any differing needs of people with a protected characteristic,
- encourage people who share a protected characteristic to take part in public life or in any other activity where their participation is low.

The Protected Characteristics are (in alphabetical order):

- Age
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Marriage and civil partnership
- Pregnancy, maternity, and breast feeding
- Religion and belief
- Sexual orientation

#### Our General Duty under the Equality Act 2010

Sauncey Wood Primary School is committed to the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are always given equality of opportunity across all areas.

The three overall General Duties are to:

1. eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act,
2. advance equality of opportunity for all persons,
3. foster good relations between all persons through tackling prejudice and promoting understanding.

#### The Specific Duties of the Equality Act 2010

All schools are required to publish information showing compliance with the Specific Duties under the Public Sector Equality Duty (PSED). PSED also applies to service delivery and employment, staff management and all policy development and implementation. Sauncey Wood School will:

- collect, analyse, and publish information annually in an Equality Report to demonstrate our compliance with the three aims of the Legislation across all our school functions and activities (this report can be found on the school website: <https://www.saunceywood.herts.sch.uk/results>)
- decide on specific and measurable objectives that will be pursued over the coming year to achieve the three aims
- engage with members of the school and wider community to further our aims of equal opportunity
- commit to publishing equality objectives every four years, and more specific equality information annually, that further the aims of the Equality Policy
- ensure that published information and the equality objectives are easily accessible.

## Disability

At Sauncey Wood, we are committed to meeting the disability requirements within the Equality Policy. We implement accessibility plans that involve the whole school community to ensure that the duty is met. We focus on:

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

## Community Cohesion

At Sauncey Wood School we support community cohesion by promoting a sense of belonging and shared values. Our curriculum provision addresses the meaning and understanding of inclusion and equality within our community. Our pupils are taught to value the diversity that surrounds them and to recognise and challenge prejudice, stereotyping and bullying.

Community cohesion contributes to the school's overall efforts to provide a broad, balanced, and inclusive curriculum that achieves high attainment levels for all pupils, regardless of any Protected Characteristics or different socio-economic status, including those of Looked After Children and other vulnerable or disadvantaged pupils.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, gender, religion or beliefs, ethnicities and social backgrounds. It is our intention that the curriculum:

- includes activities, experiences and discussion to broaden pupils' understanding of diversity,
- encourages children to respect both their own cultural background and beliefs, and those of other people,
- interacts with members of different communities,
- includes activities relating to a wide range of religious and cultural festivals.

## 4. Roles and Responsibilities

The Board of Governors is responsible for the development and regular review of the Equality Policy. The Head retains overall responsibility for ensuring that the Equality Policy is delivered, and all staff members are responsible for ensuring the effective implementation of the Policy. Managers and key staff will report to the Head on actions and progress.

The Equality Policy will be aligned with the School Development Plan. Implementation of the Policy will be monitored and reviewed within the school's evaluation procedure and updated annually as an Equality Report to be presented at the Governors' meeting.

The Policy will be reviewed every four years and information published on the school website. The school will communicate to parents that the Equality Policy has been re-published. The school will ensure that all parents can give feedback on the Equality Policy which will be considered by the Governing Body, and a response made.

<b>Responsibility for</b>	<b>Key person</b>
Single Equality Policy	Headteacher
SEND (including bullying incidents)	SENCo
Equality and diversity in curriculum content Equality and diversity in pupil achievement Equality and diversity in behaviour and exclusions Participation in all aspects of school life Policy review	Headteacher Deputy Headteacher

<b>Governors will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the School's Equality Policy</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Head and senior staff for the communication and implementation of school policies,</li> <li>• Highlight and promote good practice throughout the school and wider community.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils,</li> <li>• Celebrate examples of good practice from the school and among individual managers, staff and pupils,</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the Statutory Duties.</li> </ul>
<b>Head Teachers and the Senior Leadership Team will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of the Equality Policy and relevant procedures,</li> <li>• Consult pupils, staff and stakeholders in policy development and review.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Ensure the effective communication of the Equality Policy to all pupils, staff and stakeholders.</li> <li>• Ensure that managers and staff are trained as necessary to implement and oversee policies.</li> <li>• Hold line managers accountable for effective policy implementation.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils.</li> <li>• Highlight good practice from departments, individual managers, staff and pupils.</li> <li>• Provide mechanisms for the sharing of good practice.</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively.</li> </ul>
<b>Managers will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.</li> </ul>

Policy Implementation	<ul style="list-style-type: none"> <li>• Implement the school's Equality Policy, holding staff accountable for their behaviour and providing support and guidance as necessary,</li> <li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils.</li> <li>• Use informal and formal procedures as necessary to deal with challenging situations.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave in accordance with the school's policies, leading by example.</li> <li>• Respond appropriately to the behaviour of both pupils and staff (praising/challenging as necessary.)</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to managing the implementation of the school's Equality Policy.</li> </ul>

<b>All staff: teaching and non-teaching will:</b>	
Policy Development	<ul style="list-style-type: none"> <li>• Contribute to consultations and reviews.</li> <li>• Raise issues with line managers which could contribute to policy review and development.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Maintain awareness of the school's current Equality Policy and procedures</li> <li>• Implement the Policy as it applies to staff and pupils.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's Equality Policy.</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's Equality Policy.</li> </ul>

## 5. Stakeholder Consultation

Our school is committed to encouraging and involving staff, pupils, parents and the wider community in the development and review of this Equality Policy; we will continue to consult various relevant stakeholders on both this Policy and other policies.

Our School will continue to work closely with **Harpenden Partnership Plus** which is the main gateway for access to relevant local and countrywide organisations.

## 6. Impact Assessment

The school will undertake an Equality Impact Assessment each year to:

- evaluate the impact of school policies on equality and diversity,
- measure the effect of school policies, initiatives, or changes on equality and the Protected Characteristics that may have taken place within the school community,
- anticipate and identify the possible positive or adverse impact that diversity changes may have on school life, with any issues arising to be included into the Equality Report.



## 7. Our School's Equality Objectives

Sauncey Wood Primary School's Equality Objectives are to:

- Regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability, and act on patterns in the data that require additional support for pupils.
- Focus on those arriving in school as low-attaining, particularly with speech and language needs.
- Build a curriculum which reflects modern Britain and all its diversity.

The Equality Objectives are monitored annually through a report to the Governing Body.