



Nascot Wood Junior School

Equality Scheme

Reviewed: September 2020

Next Objectives Review: November 2022

Statistical Data update due: November 2022

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1: Vision and Values

Our School's Vision Statement

'We are a diverse community of learners, fostering and developing a life-long love of learning'








Our School's aims

Our school curriculum provides rich and varied contexts for children to acquire and develop:

-  self-confidence, enjoyment of learning and an enquiring mind
-  the highest possible achievement
-  an appreciation of human achievement and aspirations
-  a sense of identity and heritage
-  the ability to co-operate and to collaborate









Our School's values

Underpinning our curriculum are the following values:

-  an understanding and appreciation of different beliefs and cultures
-  care and responsibility
-  the promotion of equal opportunity and the ability to challenge discrimination and stereotyping
-  respect for the environment on a personal level and on a global scale
-  the promotion of self-esteem, emotional well-being and mental health
-  development of good relationships within and outside the school community
-  the ability to respond positively to opportunities and challenges






Our School's equality aims

Within the school's general aims are the specific equality aims to:

-  promote equality of opportunity through vision, strategy and practice
-  eliminate all forms of unlawful discrimination
-  eliminate harassment and bullying
-  keep accurate records of bullying or harassment related to equalities and report as required to the local authority
-  promote positive values
-  take positive action to meet needs
-  promote community cohesion
-  narrow the attainment gap

2: School Context

The characteristics of our school

-  This high achieving school is very well regarded in the local area and is consistently oversubscribed.
-  It is a two form of entry junior school, set in a pleasant residential area on the outskirts of Watford, with its own mature woodlands.
-  The school draws children from a wide range of socio-economic and ethnic backgrounds.
-  There is a strong community feel throughout the school. Children achieve well in sport and music both in and out of school.
-  The school was judged an outstanding provider of education by Ofsted in the January 2010 inspection.

Characteristic	Total	Breakdown (number and %)
Number of pupils (September 2020)	239	Number of female pupils: 118 Percentage: 49% Number of male pupils: 121 Percentage: 51%
Number of staff	36	Number of female staff: 32 Percentage: 89% Number of male staff: 4 Percentage: 11%
Number of governors	10	Female: 4 Percentage: 40% Male: 6 Percentage: 60%
Attainment on entry to Year 3	18.8 APS	High vs National, 16.3%. 0% at low prior attainment vs 8.2% nationally 30.5% at middle vs 57.4% nationally 69.5% high vs 34.4% nationally
Mobility of school population	7.0%	93% stability in comparison of a national figure of 85.6%
Pupils eligible for FSM	19	8%
Deprivation Factor (ASP)	0.10	The National Deprivation factor in 2019 was 0.21.
Disabled staff	1	
Disabled pupils (SEN/LDD)	32	Number of pupils: with EHCP: 5 with SEN Support: 27
BME pupils	159	67%
BME staff	6	17%




Characteristic	Total	Breakdown (number and %)	Characteristic
Pupils who speak English as an additional language	125	Gujarati: 16 Tamil: 11 Urdu: 8 Cantonese/Mandarin: 2 Hindi: 15 Arabic: 4 Teluga: 17	Other: 52
Average attendance rate	96%		
Significant partnerships, extended provision, etc.	2	Watford Wide Consortium of Schools Sports Partnership of Watford Schools Note that following the pandemic, our other partnerships are not active at present.	

3: Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below.



Our 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 objective, that furthers the aim 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 Nascot Wood 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 our 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

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum through:

-  teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
-  lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
-  a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
-  support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

4: Roles and Responsibilities and the duty to Publish Information

Commitment to Implementation:

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Headteacher, Christina Singh, retains overall responsibility for ensuring that the action plan is delivered effectively. There will be an annual report on equality and diversity to the Governors Body. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key persons
Single equality scheme	Gareth Rumsey, CoG;
Disability equality (including bullying incidents)	Christina Singh Headteacher
SEN/LDD (including bullying incidents)	Avril Agnew (SENCo) & HT
Accessibility	Avril Agnew (SENCo) & HT
Gender equality (including bullying incidents)	Christina Singh
Race equality (including racist incidents)	Christina Singh
Equality and diversity in curriculum content	SLT
Equality and diversity in pupil achievement	SLT, SENCo, Curriculum subject leaders
Equality and diversity – behaviour and exclusions	Christina Singh
Participation in all aspects of school life	Christina Singh
Impact assessment	Christina Singh
Engagement /Stakeholder consultation	Christina Singh, DHT
Policy review	Christina Singh
Communication and publishing	Christina Singh

Commitment to review and publish

The school equality scheme is aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. We will publish information annually through the school website.

Commitment to action

Governors will:	
Policy Development	<ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> ● 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
Behaviour	<ul style="list-style-type: none"> ● 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
Public Sector Duties	<ul style="list-style-type: none"> ● 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:	
Policy Development	<ul style="list-style-type: none"> ● 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
Policy Implementation	<ul style="list-style-type: none"> ● 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
Behaviour	<ul style="list-style-type: none"> ● 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
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively

Line managers will:	
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for children and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> 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 children Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example Respond appropriately to the behaviour of children and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme

All staff will:	
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues, children and parents, 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
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme

All pupils/students will:	
Policy Development and Implementation	<ul style="list-style-type: none"> Contribute to consultations and reviews through Circle Time, School Council and questionnaires etc. Raise issues with their teachers which could contribute to policy review and development
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to each other, to the teachers and support staff and to parents and visitors in the spirit of the school's ethos

All parents/carers will be encouraged to:	
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with school staff which could contribute to policy review and development Discuss the school's current equality policy and procedures
Behaviour	<ul style="list-style-type: none"> Support the school in its efforts to ensure that behaviour and attitudes are always appropriate and in the best interests of all the children Behave with respect and fairness to other adults in the playground, to staff and to all children Be thoughtful and polite in their communication towards the staff Discuss any problems they may have away from the classroom door and at a time and in a way that will be constructive

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

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 welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

Vulnerable pupils are supported in expressing their views and participating fully in school life by making the following reasonable adjustments:

- Presenting information visually
- Supporting opinion through discussion with peers and adults
- Providing a supportive framework for discussion
- Establishing a culture of respect where all opinions are listened to and considered
- Ensuring participation and involvement from all children by overcoming any barriers to learning

Consultations on the Equality Scheme were carried out using Survey Monkey. We contacted staff, governors and parents sending an email with a link for them to complete. We had 221 responses from children, 52 responses from parents and 36 from teachers/governors.

Parents or governors identified as having difficulties with accessing IT are given bespoke support from the School Office.

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 various data to help us analyse the effects of our policies on protected groups

- ASP online data for the attainment of different groups
- Incident reports and the accident book
- Qualitative surveys and questionnaires (SEE 5)
- Self-Evaluation through the SEF
- We conduct student voice activities such as anti-bullying questionnaires.

The Local Authority supports the school's self-evaluation with regard to the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

The following school equality objectives were chosen because either:

- They are priorities from the previous Equality Scheme that require more work
- They are on-going for the new generation of children in the school
- They already feature as key priorities in the SDP, *or*
- They have been identified as important during the consultation process

8: Setting Equality Objectives Action Plan

General duties 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.

Equality Objectives	Protected Characteristic	Rag	General Duty	Responsibility	Measurable success Indicator	Review date	Review comment
1. Review the annual calendar of events to ensure opportunities are taken with the children to celebrate diversity	<i>Ethnicity and race, religion and belief, sexual orientation.</i>		foster good relations, advance equality of opportunity, foster good relations	HT, DHT, SLT, SENC0	<ul style="list-style-type: none"> • Investigate national and international calendars to ensure opportunities are not lost to mark important dates, festivals etc. • Analyse SMSC grid data to identify the areas where diversity has been celebrated/explored • Evidence from Assembly records shows that the protected characteristics have been addressed where appropriate 	(Autumn 2021) <i>Ongoing</i> Review Autumn 2022	Assembly log has been developed to audit subject matter. Continue to ensure opportunities are not lost to mark important dates, festivals etc. particularly during the Covid 19 pandemic School newsletter includes celebrations of religious events and festivals.
Rewards, achievements and consequences accurately reflect diversity of school community	<i>Disability, ethnicity and race, gender (sex), gender identity and reassignment, religion and belief, sexual orientation</i>		Advance equality of opportunity Eliminate discrimination	All Staff	<ul style="list-style-type: none"> • Audit of rewards systems and behavioural consequences to ensure that protected characteristics are adequately represented 	(Autumn 2019) <i>Objective met</i>	Substantial piece of work undertaken to look at behavioural consequences and to develop a restorative approach to behavioural management. Monitoring of reward systems has highlighted equity for children with protected characteristics. All staff are aware of the ongoing importance of this objective.

<p>Make reasonable adjustments to ensure that our environment is accessible to all</p>	<p><i>Disability, ethnicity and race, gender (sex), gender identity and reassignment, religion and belief, sexual orientation</i></p>		<p>Advance equality of opportunity</p> <p>Eliminate discrimination</p> <p>Foster good relationships</p>	<p>HT, DHT, SENCo, SBM</p>	<ul style="list-style-type: none"> • Provide a comprehensive transition plan for a VI child who will be joining the school in September 2018 • Continue making progress on our accessibility report, within a three year timeline 	<p>(Autumn 2018)</p> <p><i>Objective met</i></p>	<p>Our VI child is now in year 6, having joined our school with a comprehensive transition package. Support and particularly transition planning from year to year has worked successfully. It is particularly important to note that he was supported in his home learning and transition back into school during the Covid 19 pandemic.</p>
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