

Newberries Primary School

Play together

Learn together

Achieve together

Grow together



Equality Scheme and Action Plan

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

2024 to 2028

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Introduction

Our equality vision and the values that underpin school life

- Our ethos and culture at Newberries Primary School is based on an understanding of our shared values that are known by all members of the school community. These are:
Respect Fairness Honesty Kindness Forgiveness Inclusion
- Equality is at the core of our vision and values at Newberries Primary School. We believe that all members of the school community including pupils, parents, staff, governors and other community members are entitled to be treated with respect and appreciation for the contribution they make to the school. With that entitlement comes the responsibility to treat others with the same degree of respect and appreciation. All members of the community are expected to take seriously their entitlements as well as their responsibilities in this regard. We work together by taking a pride in our uniqueness as individuals and by enjoying and celebrating the differences of others.

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/families or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment or sexual orientation. Pregnancy or maternity, age, marriage and civil partnership are also 'protected characteristics' but are not part of the schools provision 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).

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

- **Eliminate unlawful discrimination**, harassment and victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a protected characteristic and persons who do not.
- **Foster good relations** between persons who share a protected characteristic and persons who do not.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, regardless of race, gender, ability, religion or cultural background, or sexual orientation. Although this list of the areas of potential discrimination is wide-ranging, it is not exhaustive and incidents of discrimination on any other ground will be taken equally seriously. We believe everyone in the school community is of equal value.

Protected Characteristics (* for staff only)

- Race
- Disability
- Gender
- Age *
- Religion or belief
- Sexual orientation
- Pregnancy and maternity *
- Gender reassignment
- Marriage and civil Partnership *

The School's Approach

To achieve equality for all we will:

- Respect the human rights of all members of the school community and educate pupils about equality and equity.
- Ensure all staff implement Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their peers
- Create an environment where all pupils are able to achieve their full potential regardless of race, disability, sexual orientation, gender, religion or belief
- Promote equality in all aspects of school life by challenging stereotypes, achievement gaps and perceived self-limiting aspirations
- Be mindful of differences (including disability, gender, race, religion, sexual orientation social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement for all our children
- Comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion
- The Head Teacher ensures that all appointment panels give regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

At Newberries 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 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.

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

Gender general duty

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination; and
- Promote equality of opportunity; and good relations between women and men, girls and boys

Race general duty

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity; and

- Promote good relations between people of different racial groups

Community Cohesion duty - Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We focus on helping children and young people to learn to understand others and to value diversity whilst promoting shared values. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of diversity.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereo-typing
- A programme of curriculum-based activities whereby pupils understanding of community and diversity is enriched through fieldwork, visits and meeting with members of different communities

Key Principles

The Newberries Primary School approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Children, parents and prospective families may need reasonable adjustments made to access the curriculum/school. Truly valuing individuals does not mean treating everyone the same but with equity, providing tools for all to be successful. Our policies, procedures and activities must not discriminate and we will look at individual's needs and remove the barriers to avoid them becoming disadvantaged.

2. We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and remove barriers and disadvantages which people may face. Our policies, curriculum, assemblies, enrichment opportunities and extra-curricular activities 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.

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, assembly and PSHE. We provide a curriculum that teaches children about 'difference' and supports them to develop healthy relationships and talk when they are worried or upset.

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.

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/carers/guardians 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. All vulnerable groups are monitored by SLT during termly Pupil Progress Meetings as well as monthly attendance meetings.

7. Objectives to move our PSED forward. We formulate and publish specific and measurable objectives based on evidence we have collected and published. The objectives we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards them.

How does Primary School eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to the building, curriculum, after school clubs, visits and out of school activities organised by FoNs.
- We ensure all staff implement Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Both of the Headteachers ensure that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by living an ethos of respect for all.
- Our admission arrangements (working with the Local Authority) are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or sexual orientation.

Behaviour, Exclusions & Attendance

The school policy on behaviour takes full account of the duties under the Equality Act.

We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice & Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously following our Anti-Bullying policy. We keep a record of any prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

What happens at Newberries Primary School to advance equality of opportunity between different groups?

Data

We collect, monitor and analyse data including:

- School population by factors such as: gender and ethnicity;
- % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- Year group – in terms of ethnicity, gender and proficiency in English;
- Outcomes - related to ethnicity, gender and disability and proficiency in English;
- Uptake of after school clubs – to ascertain whether any group is underrepresented;
- Attendance and exclusions.

We regularly share outcomes and progress reached by different groups with our HIP and Governing Body.

Teaching and Learning

- We have procedures, working in partnership with parents and carers, to identify children who have a disability. We ensure our transition programmes provide a settled start to each school year.
- We never use language that places a ceiling on any pupils' achievement or defines their potential as learners, such as 'less able'.
- We use a range of teaching strategies that ensure we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary through scaffolding
- We have implemented an Accessibility Plan designed to: increase the extent to which pupils and staff with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible resources to disabled pupils.

Positive Action We take positive and proportionate action to address the disadvantages faced by groups of pupils with protected characteristics. The actions will be designed to meet the school's Equality Objectives

What happens at Newberries Primary School to foster good relations between different groups?

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of unkind behaviour through our ethos, PSHE lessons and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We promote the contribution of different cultures to world history; promoting positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events, e.g. Different Families lessons/assemblies.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this..

Chain of accountability

The Board of Governors, supported by the Headteachers 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 term, managers and key staff will report to the Headteachers 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	Governor Curriculum Committee
Disability equality (including bullying incidents)	Governor Curriculum Committee
SEN/LDD (including bullying incidents)	Nicola Webster-Smith - SENCo Heather Morris-Bowman - INCo
Accessibility	Governor Curriculum Committee
Gender equality (including bullying incidents)	Ness Peters/Anna Traxon – Headteachers
Race equality (including racist incidents)	Ness Peters/Anna Traxon – Headteachers
Equality and diversity in curriculum context	Ness Peters/Anna Traxon – Headteachers Heather Morris-Bowman - INCo
Equality and diversity in pupil achievement	Nicola Webster-Smith - SENCo Heather Morris-Bowman - INCo
Equality and diversity – behaviour and exclusions	Ness Peters/Anna Traxon – Headteachers
Participation in all aspects of school life	Governor Curriculum Committee
Impact assessment	Ness Peters/Anna Traxon – Headteachers
Stakeholder consultation	Ness Peters/Anna Traxon – Headteachers
Policy review	Ness Peters/Anna Traxon – Headteachers Nicola Webster-Smith - SENCo Heather Morris-Bowman - INCo
Communication and publishing	Ness Peters/Anna Traxon – Headteachers

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 as well as being updated annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least 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.

Commitment to publish

At Newberries Primary School we will publish information annually and our equality information will be available on our school website.

Commitment to action

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

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 Headteachers 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
- Highlight 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 as required)

Headteachers and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- 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:

- **Promote inclusive and collaborative ethos in their classroom**
- **Maintain the highest expectations of success for all pupils**
- **Ensure PSHE activities promote British Values**
- 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:

- Contribute to consultations and reviews
- Raise issues with teachers as soon as an issue arises
- Maintain awareness of the school's current equality policy and procedures
- Behave with respect and fairness to all members of the school community

Equality Objectives

Involving our learners, parents/carers and other stakeholders

We welcome input towards our Equality scheme from all areas of the school community. We plan to carry out questionnaires relating to the protected characteristics list and how successful our school is at supporting these characteristics. We will also approach individuals with special knowledge, to understand further how we can best support their needs.

Our school is committed to encouraging all stakeholders to contribute to the development and review of the policies and practices affecting the life of the school and its impact within the wider community. We will involve staff, pupils, parents and others with particular interests in this scheme and continue to consult various stakeholders regularly (see our Action Plan).

Publishing Equality Objectives (Equality Action Plan)

- We collect and analyse a range of data relating to incidents of harassing and bullying by pupils relating to gender, race, disability, sexual orientation, beliefs and the ways that people live their lives. This is then used to help determine future action plans
- We listen to information and feedback given to us through parental / pupil online surveys, interviews and other mechanisms and use it to help determine future action plans
- We reflect on any issues raised relating to discrimination and harassment based on any of the nine protected characteristics within our school community and these help us to form future action plans

Monitoring and Reviewing Objectives

We will review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them.

Our School's Equality Objectives

Key priorities for action

- To continue to diminish the difference in performance of children with SEND, disadvantaged children and others.
- Further develop children's awareness, understanding and appreciation of cultural diversity, as represented across the school community
- Effectively reflect a broad and balanced cross section of society when promoting role models and hero figures
- Ensure that we more widely consult members of the school community, in relation to the school's equality scheme.
- To ensure greater consistency in the attainment of boys and girls in EYFS and KS1.
- Ensure that the whole school understand and recognise the term 'Equity.'

Equality Scheme Action Plan 2024-2028

Equality Objective	Protected Character	Actions	Responsibility	Success Indicator	Review Date
To continue to diminish the difference in the performance of children with SEND, disadvantaged children and other children.	Disability Socio-economic	Track attainment and progress of disadvantaged pupils and children with SEND. Implement appropriate interventions which are targeted to meet specific needs. Seek advice from external professionals where appropriate and implement any advice provided.	SLT SENCo INCo	Termly PPM and end of year data to reflect progress.	March 2025
Further develop children's awareness, understanding and appreciation of cultural diversity, as represented across the school community.	Race Religion	Use school displays and assemblies to further raise the profile of cultural diversity in school and in the local community. Subject Leaders to ensure whole resources reflect a variety of cultures. All staff feedback/share best practice. Deliver staff training in order to share key messages in relation to this priority. Continue to build curriculum enrichment visits and activities into the curriculum. Continue to celebrate diversity and individual differences. Continue to highlight and emphasise Significant Individuals through teaching a spiral curriculum with set Schemes of Work (E.G. Jigsaw, Cornerstones).	SLT Subject Leaders All Staff	There will be an increased awareness of different cultures and religions in the school and wider community.	March 2025
Effectively reflect a broad and balanced cross section of society when promoting role models, significant individuals and families.	Race Gender Disability Age Religion Sexual orientation	Use school displays and assemblies to further raise the profile of cultural diversity in school and in the local community. Raise the profile of Significant Individuals through using frames within the classroom displays so that pupils recognise which Significant Person they have learned about that year. Lessons and displays will reflect a broad and balanced cross-section of society. All staff feedback/share best practice. Continue to highlight and emphasise Significant Individuals through teaching a spiral curriculum with set Schemes of Work (E.G. Jigsaw, Cornerstones).	SLT Subject Leaders All Staff	There will be a broad and balanced cross-section of society represented in school displays, work in books and in lessons.	March 2025

Ensure that we more widely consult members of the school community in relation to the school's Equality Scheme.	All	To discuss Equality Scheme and related issues at staff and governors meetings. To publish the equality scheme on the school website. Respond to stakeholder feedback and endeavour to act on this where appropriate.	SLT Governors All staff	Stakeholders are aware of the Equality Scheme at the school and its purpose. Stakeholders have the opportunity to provide feedback.	March 2025
To ensure greater consistency in the attainment of boys and girls in EYFS and KS1.	Gender	Provide further opportunities for developing gross and fine motor skills to support physical development. Provide further opportunities for writing in the role play and outdoor areas. Continue to provide tasks focused on 'areas of interests which will capture children's imagination.	SLT EYFS Lead KS1 Lead English Lead Phonics Lead Maths Lead	Attainment in writing will be in line with that of girls.	March 2025
Ensure that the whole school understands and recognise the term 'Equity.'	All	Whole School Monthly Values taught each month via whole school assemblies. Equality value changed to 'Equity.' Consistent visual used within all teaching and pupils taught to recognise the value of everyone having the responsibility to use and have what they need to be successful and not the same. Mindfulness lessons, which include the mastering the art of gratitude and having a growth mindset, taught 20 mins each day in class by class teachers 1-1.30pm. All adults in school will follow the Zones Of Regulation Scheme when discussing behaviour, emotional literacy, emotional resilience and independence in self-regulation.	All staff	Pupils will know and understand the term equity. Pupils will know the terms mindfulness and growth mindset. Pupils will be able to self-regulate their emotions and reflect upon choices and needs and wants. Pupils will develop independence in recognising emotions of themselves and others.	March 2025