



Single Equality Scheme

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| This policy was adopted/updated: | October 2016 |
| This policy will be reviewed: | October 2017 |
| Governor Committee Responsibility: | Jo Monk |
| Statutory policy: | Yes |

MAPLE INFANTS' SCHOOL SINGLE EQUALITY SCHEME

Serving the Community – Committed to Excellence and Equality

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

EQUALITY POLICY

Note: there is a glossary at the end of Appendix 3. It explains the abbreviations used.

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1. Introduction

Maple Infants' is a community infants' school, which also has a nursery. It provides for children between the ages of 3 and 7 years and is currently able to cater for 292 children (322 from September 2016). It is situated in the heart of Surbiton, Surrey, in the Royal Borough of Kingston-upon-Thames and serves the vibrant community of Surbiton. It is a highly regarded school and is well-established in the locality.

School numbers on roll remained relatively static between 2013 and 2016, with those identified eligible for the Pupil Premium Grant fluctuating more regularly. However, the figure continues to remain well below national averages. The numbers of pupils from ethnic minority groups is higher than the national average, more than 20% higher each year over the last three. Approximately 50% of the school community is identified as being from a minority ethnic group. Whilst numbers of pupils identified as not having English as their first language decreased slightly in 2015, the figures do remain well above the national average. Numbers of pupils identified as having special educational needs or a disability (SEND) are significantly lower than the national average. Stability of pupil mobility remains high and school deprivation indicators are low, both compared to national figures over a three year period.

Maple Infants' is an inclusive school where we focus on the well-being and progress of every child and where all members of the community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We are committed to safeguarding and promoting the welfare of our children.

Our approach to equality is based on the following 7 key principles:

- **All children are of equal value**, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognise, respect and value differences and recognise diversity as a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster 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 they are respected and able to participate fully in school life.
- **We have the highest expectations of all our children.** We expect that all children can make good progress and achieve to their highest potential.
- **We work to raise standards for all our 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.

- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.

2. Purpose of the policy

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 or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation.

Age and marriage and civil partnership and pregnancy or maternity are also “protected characteristics” but are not part of the school provisions related to pupils.

Part 2 of the Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and, under delegated legislation, two specific duties:

- The **Public Sector Equality Duty** or “general duty”. This requires all public organisations, including schools to:
 - **Eliminate unlawful discrimination, harassment and victimisation.**
 - **Advance equality of opportunity between different groups.**
 - **Foster good relations between different groups**
- **Two “specific duties”.** This requires all public organisations, including schools to:
 - **Publish information to show compliance** with the general equality duty set out above.
 - **Publish equality objectives at least every 4 years** which are specific and measurable.

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 and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations for school staff and governors

Appendix 2 shows our latest available equality performance statistics

Appendix 3 shows the school's Equality Objectives for 2016 – 2018 in an Equality Action Plan

3. Development of the policy

This policy was developed by Head Teacher, Deputy Head Teacher and Governor with specific responsibility for the Single Equality Scheme. Our equality objective setting process has involved gathering evidence through a variety of ways, including performance data, data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age, and seeking the views of stakeholders.

When developing this policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which place a strong emphasis on improving the learning and progress of different groups and on closing gaps.

4. Links to other policies and documentation

Although this is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act is also included in our school development plan, self-evaluation review and school website.

There are also references to equality issues in the Accessibility Plan, Special Needs and Disabilities Policy, Positive Behaviour Policy, Anti-bullying Policy as well as in minutes of meetings involving governors, whole staff, senior leadership team and School Parliament.

The Equality Act also applies to schools in their role as employers, and the way we comply with this is found in our recruitment policy.

5. How we promote equality and value diversity

What we are doing to eliminate discrimination, harassment and victimisation

- All staff and governors are provided with information (Equality Scheme) and training (equality matters and safeguarding).
- We challenge all forms of prejudice and prejudice-based bullying.
- We keep a record of prejudice-based incidents and report to governors termly on any such incidents and how they were dealt with. This record is regularly reviewed by the Head Teacher and governors, to check whether any action is needed.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We are aware of the Reasonable Adjustment duty for disabled pupils and strive to ensure children with a disability are not placed at a disadvantage compared to their non-disabled peers.
- Our admissions arrangements are fair and transparent.
- The School Policy on Behaviour – Rewards Sanctions and Exclusions – takes full account of our duties under the Equality Act.
- We consider equality implications whenever we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- The Head Teacher ensures that all decisions about appointments, promotion or training opportunities are made in accordance with the Equality Act.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well. We collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We collect data and monitor progress and outcomes of different groups of pupils (e.g. ethnicity, gender, PPG, SEN, EAL), and we take action to diminish any

differences, e.g. for those making slow progress in acquiring age-appropriate literacy and number skills.

- We also collect, analyse and use data about attendance to support equality of opportunity.
- We use a range of teaching strategies to ensure we meet the needs of all pupils.
- We provide targeted support for pupils with particular needs, and for those at risk of underachieving.

What we are doing to foster good relations between different groups

- We promote a whole school ethos that promotes positive self-esteem and respect for others.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We use materials and resources that reflect and celebrate diversity.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We promote positive messages about equality and diversity through everyday teaching and learning, and through displays, assemblies, visitors and other enrichment activities, and whole school events.

Other ways we address equality issues

- We keep records of all equality-related training.
- We keep minutes of meetings where equality issues are discussed.
- We review relevant feedback e.g. from parents' and pupils' surveys, and from the School Parliament.

6. Disseminating the policy and publishing Equality Objectives (see our Equality Action Plan at Appendix 3)

This **Equality Policy** along with the Equality Objectives and relevant data is available:

- on the school website
- as part of induction for new staff.

We publish on the school's website copies of relevant policies, including those on behaviour, anti-bullying and special educational needs and disabilities.

The **Equality Objectives** we identify represent our school's priorities and are based on an analysis of data and other evidence. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce an analysis of Equality data that informs our discussions about Equality Objectives.

Our Equality Objectives for 2016-18 are:

- To increase staff understanding of the implications of equality for everyday life in school.
- To foster good relations between different groups.

- To improve data collection via SIMS (School Information Management System) to clearly identify the progress of different groups.
- To respond to data analysis for identified groups to ensure Maple gaps in achievement are in line with or smaller than national trends.
- To continue to embed high expectations that all our pupils will achieve to their highest potential.

We produce an Equality Action Plan (see Appendix 3) that shows how we will achieve our objectives. This is part of our school development plan.

7. Monitoring and reviewing the policy and equality objectives

We review the information about equalities in the policy annually, updating the equality action plan and making adjustments as appropriate.

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents.

8. 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 will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. pupil achievement data) and qualitative evidence (e.g. surveys)

Headteacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

In addition, the Head Teacher has day-to-day responsibility for coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and support staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

9. Key Contacts

- **Staff responsible for equalities:** Claire Barwell, Head Teacher
- **Lead governor for equalities:** Jo Monk

Appendix 1 - Checklist of key equality considerations for staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The Head Teacher has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school strives to ensure that visitors to the school understand and follow the key requirements of the Equality Policy (e.g. by publicising the policy) .
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Parliament.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

Appendix 2 – Latest available equality performance statistics for Maple Infants’

Maple Infants’ School – Headlines (October 2016)’

| CONTEXT | |
|--|---|
| Number on roll (September 2016) | 308 (including Nursery) |
| SEND (Special Educational Needs and Disabilities) | 2.9% |
| PPG (Pupil Premium Grant) | 10.3% |
| Ethnic Minorities | 56.8% |
| EAL (English as an Additional Language) | 31% EAL pupils (including Nursery). 29% EAL pupils (Reception, KSI). 38 languages are spoken by families at Maple. |
| OUTCOME DATA | |
| EYFS (Early Years Foundation Stage) | <p>GLD (Good Level of Development)</p> <ul style="list-style-type: none"> All pupils 2015-2016 79.3% (up from the previous year 74.4%) No gender gap (Boys 79%, Girls 80%) 18% PPG gap (PPG 64%, non-PPG 82%) SEND 100%, non-SEND 79% 7% EAL gap (EAL 75%, non-EAL 82%) No ethnic minorities/white British gap (EM 79%, WB 80%) Slight variation of 9% between Autumn, Spring and Summer births (83% Autumn, 74% Spring, 79% Summer) <p>Progress</p> <ul style="list-style-type: none"> Pupils made excellent progress within EYFS. ‘Good progress’ = 4 steps, and all groups made on average 5 steps or more across the 12 areas associated with GLD (Good Level of Development) PPG pupils made exceptional progress within EYFS, diminishing the difference between PPG and non-PPG pupils. |
| Year 1 Phonics | <ul style="list-style-type: none"> 84.1% of Year 1 pupils met the expected standard <i>Phonic Check</i> in 2015-2016 (Previous year 85%). 2016 national percentage is 81%. No gender gap (Boys 84.3%, Girls 85.3%) 19.7% PPG gap (PPG 68.7%, non-PPG 88.4%) 26.2% SEND gap (SEND 60%, non-SEND 86.2%) No EAL gap (EAL 85.7%, non-EAL 84%) |
| End of KS1 (Key | READING |

Stage 1)

- 83% of pupils reached the expected standard or above (74% nationally). 30.5% of these pupils were working at greater depth (24% nationally).
- 29% gender gap in reaching the expected standard and above (Boys 67.8%, Girls 96.8%).
- 15.7% PPG gap in reaching the expected standard and above (PPG 70%, non-PPG 85.7%)
- No significant difference ethnic minorities/ white British in achieving the expected standard.

WRITING

- 61% of pupils reached the expected standard or above (65% nationally). 3.4% of these pupils were working at greater depth (13% nationally).
- 34.5% gender gap in reaching the expected standard and above (Boys 42.9%, Girls 77.4%)
- 13.2% PPG gap in reaching the expected standard and above (PPG 50%, non-PPG 63.2%)
- 16.1% EAL gap in reaching the expected standard or above (EAL 72.2%, non-EAL 56.1%)
- No significant difference ethnic minorities/ white British in achieving the expected standard.

MATHS

- 72.9% of pupils reached the expected standard or above (73% nationally). 6.8% of these pupils were working at greater depth (18% nationally).
- 16.4% gender gap in reaching the expected standard or above (Boys 64.2%, Girls 80.6%)
- 39.6 PPG gap in reaching the expected standard or above (PPG 40%, non-PPG 79.6%)
- 15.2% EAL gap in reaching the expected standard or above (EAL 83.4%, non-EAL 68.2%)
- 9.05% ethnic minorities/ white British gap in reaching the expected standard or above (EM 77.8%, WB 68.75%)

Maple Equality Objectives 2016-18:

1. To increase staff understanding of the implications of equality for every day life in school.
2. To foster good relations between different groups.
3. To improve data collection via SIMS (School Information Management System) to clearly identify the progress of different groups (e.g. PPG/ gender/ EAL)
4. To respond to data analysis for identified groups to ensure Maple gaps in achievement are in line with or smaller than national trends
5. To continue to embed high expectations that all our pupils will achieve to their highest potential.

Appendix 3 – Maple Equality Action Plan 2016-2018

| Public Sector Equality Duty | Maple Equality Objectives | Actions | How will impact be measured? | Who is responsible? | Time frames | Progress commentary |
|--|---|---|--|--|--|---------------------|
| Eliminate discrimination, harassment and victimisation | To increase staff understanding of the implications for everyday life in school | <ul style="list-style-type: none"> • Staff training – INSET • Governor training • Publication of policy • Add equality statement to all policies | - Questionnaire to measure understanding & confidence and - Records of prejudice-based incidents, including action taken. and - Feedback from pupils, parents/carers and staff | Head Teacher (working with all staff and governors) | Interim report July 2017 Final report July 2018 | |
| To foster good relations between different groups | To foster good relations between different groups | <ul style="list-style-type: none"> • Celebrate cultural events throughout the year to increase awareness and understanding among children and families • Ensure resources and displays around the | - School calendar and - Feedback from pupils, parents/carers, staff and visitors | Head teacher (working with Senior Leadership Team (SLT), Office team, & Class | September 2017 and September 2018 | |

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| | | school promote diversity | | Teachers (CTs)) | | |
| Advance equality of opportunity between different groups | To improve data collection via SIMs to clearly identify the progress of different groups (e.g. PPG/ gender/ EAL) | <ul style="list-style-type: none"> Office & CTs to ensure data collection procedures are fulfilled Robust systems for monitoring pupil progress in place and used regularly. | - Termly School Information Management System (SIMS) reports | Deputy Head Teacher (working with Office team and CTs) | Each term | |
| | | <ul style="list-style-type: none"> External SIMS training In-house training for staff – data input and analysis | - Training records | Head Teacher | September 2017 and September 2018 | |
| | To respond to data analysis for identified groups to ensure that our gaps in achievement are in line with or smaller than national trends | <ul style="list-style-type: none"> Regular Pupil Progress Review meetings to analyse class data Appraisal targets for class teachers Regular discussion within SLT | - Year on year diminishing the difference to at least match national trends and - Records of Pupil Progress Review meetings and - Teachers are able to recognize and discuss progress of identified groups, and to explain actions taken | Head Teacher (working with CTs and SLT) | Interim reduction September 2017 Differences diminished to at least match national trends by September 2018 | |
| | | <ul style="list-style-type: none"> Interventions – appropriate to needs, monitored and reviewed regularly | - Half-termly SIMS reports | Deputy Head Teacher | Each half-term | |

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| | | <ul style="list-style-type: none"> Attendance monitored regularly – office, CTs and HT, identifying at-risk pupils Raise awareness of attendance within whole school Open communication and dialogue with parents Timely support from Education Welfare Officer, when required. | - Attendance statistics | Head Teacher (with Office team and CTs) | | |
| | To continue to embed high expectations that all Maple pupils will achieve to their highest potential - | <ul style="list-style-type: none"> Individual target-setting and monitoring for pupils by class teachers | - Value-added data, showing progress against national benchmark expectations | Head Teacher (working with all staff) | September 2017 and September 2018 | |
| Publish information to show compliance with the general equality duty | | <ul style="list-style-type: none"> Publish Maple Infants' Equality Scheme on the school's website | | Head Teacher | October 2017 | |

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| Publish equality objectives at least every four years which are specific and measurable | | <ul style="list-style-type: none"> Publish Maple Infants' Equality Objectives and Action Plan on the school's website, updating the objectives every two years | | Head Teacher | October 2018 | |
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Note:

- PPG means Pupil Premium Grant
- EAL means English as an Additional Language
- SIMS means School Information Management System
- SLT means Senior Leadership Team
- CT means Class Teacher
- TA means Teaching Assistant
- HT means Head Teacher
- SEND means Special Educational Needs and Disabilities
- EYFS means Early Years Foundation Stage
- GLD means Good Level of Development
- KS1 means Key Stage 1