



William Ransom Primary School

Equality Policy and Single Equality Scheme

2020 - 2023

Based on Herts for Learning Model Policy

**Adopted by Governing Body 2020/2021
To be reviewed 2022/2023**

Mission Statement:

At William Ransom we are committed to providing our pupils with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally. Our children are encouraged to be confident, self-motivated, resilient and independent learners and to develop a life-long zest for learning.

PART 2

William Ransom Primary School – Single Equality Scheme Objectives

1. Our School Profile

William Ransom Primary School is an expanding primary school on the East of Hitchin. From September 2016 its admission number has increased from 38 to 60 to become a 2 form entry school.

It has a core population, which is very stable. This is reflected in our strong School community. The local area comprises of mostly privately owned housing, rented accommodation is mostly through private rents and there is only a small number of local authority housing available.

The number on roll is currently 360 pupils. The percentage of pupils taking free school meals (FSM) is 0.6%, significantly below the national average, however we are aware that a number of our parents are just above the eligibility level and as such do not qualify. These families need our on-going support. 8.3% of our pupils have special educational needs and there is a ratio of 50.7% Girls to 49.3% Boys.

Currently there is above national average number of pupils from minority ethnic groups (38%) and below national average number of pupils (10%) with English as an additional language. There is a higher than national average number of families from different ethnicities with 15 out of a possible 17 ethnic groups.

Movement within the school population is low but this has increased over the past few years where families have moved for work purposes.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. Our school is fully accessible to disabled people and we have three disabled toilets.

Information for parents and others is provided in written and verbal form. Information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through TeachinHerts.

William Ransom Primary School's commitment to disabled pupils, their families and staff's equality has four Equality Duties:

2. Disability Equality Duties

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

The school already:

- has a current accessibility plan which is reviewed by the governing body;
- ensures optimal organisation of rooms on an ongoing basis for disabled pupils;
- when necessary, has acted on advice given to us by specialist advisory teachers to support our disabled pupils and enable them to fully participate in the school's curriculum;
- has worked with pupils and their families in supporting the links between home and school;
- raises awareness of curriculum needs of pupils with language communication disorders, severe learning difficulties, physical disability, visual impairment and hearing impairment through staff training and CPD opportunities.
- Has trained some staff in positive handling;

We recognise that we need to:

- consult with parents of disabled children and other disabled stakeholders to inform our access plan and single equality action plan;
- ensure the availability, where appropriate and reasonable, of written material in alternative forms for example, other languages or Braille;

3. Racial Equality Duty and Community Cohesion

William Ransom Primary School recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

The school already:

- records any racial incidents using the Allegation of Bullying report form from HCC
- responds appropriately to any racial incidents;
- implements a very pro-active anti-bullying policy including bullying for racial and ethnic differences;
- seeks opportunities to train and support staff to challenge racial bias and stereotyping
- provides full curriculum access to pupils from all racial groups;
- encourages every child to develop a sense of personal and cultural identity with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities;
- has schemes of learning in place that develops pupils' knowledge and understanding of diversity and citizenship in a wider global context and promotes British Values.
- tracks pupil progress and attainment by ethnicity

We recognise that we need to:

- Invite more visitors of a variety of cultural and ethnic backgrounds into the school
- explore initiatives to encourage more applications for employment from under-represented groups

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

The school already:

- Monitors the levels of participation and attainment/progress within the classroom of boys and girls;
- ensures all activities are open to all pupils irrespective of gender;
- seeks to consider/address gender differences when planning the curriculum and involves pupils and parents in the planning of the curriculum;
- Addresses issues of health, sport and obesity for both genders through an active sports programme;
- ensures that girls' participation in sport remains high and mixed gender participation in sporting events and clubs.;
- works to raise expectations and aspirations among all pupils

We recognise that we need to:

- Analyse data on an annual basis to monitor the progress and attainment of both boys and girls.
- Encourage male role models into school where there is a predominantly female staff.

5. Religion and Belief Equality Duties

William Ransom Primary School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

The school already:

- conducts assemblies in a manner that is sensitive to the faiths and beliefs or non-belief of all members of the school;
- holds assemblies that reflect the traditions of other religions that are represented in the school and the wider community;
- has links with the local places of worship, Holy Saviour, Walsworth Baptist Church and Hitchin Gurdwara and has visits from ministers for assemblies and visits the local places of worship;
- allows any parent to request permission for their child to be excused from religious worship - parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act;
- ensures that we are aware of pupils' dietary preferences to ensure that we have food for them that will comply with their religious dietary laws

We recognise that we need to:

- More cohesion between assemblies throughout the school.
- Encourage more speakers into school to discuss their beliefs or non beliefs
- Encourage more classes to visit local places of worship

6. Publication of the Single Equality Scheme

William Ransom Primary School Single Equality Scheme is published as part one of this document. This will be shared with parents in our newsletter.

7. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

Part 3 – Equality Objectives/Action Plan – 2021 / 2022

Equality Objectives/Action Plan for William Ransom Primary School

Protected Characteristic / Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects each individual	Senior Leadership Team, staff and Governors	January 2022	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
All	To assess the impact of all policies procedures and practices with particular emphasis on the attainment levels of pupils and students from vulnerable groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Assessments on all policies, procedures and practices.	SLT	on-going	All policies, procedures and practices equality impact assessed and action points identified and recorded
All	All staff receive CPD on the school's arrangements to promote equality in the context of their job role (e.g. mid-day supervisory – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching and learning strategies)	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies. Use of assembly time to promote a non-stereotype approach to careers. Use of National College webinars to raise the profile of equality amongst staff	SLT	on-going	Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes
All	Improve displays, reading material and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the school's diversity in terms of the equality groups. Use of assembly time to promote equality and diversity	All staff	on-going	More diversity reflected in school displays across all year groups. Increase in pupils' participation, confidence and achievement levels
All	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Work with the school council to develop actions which better involve the target group.	Senior Leadership Team Head of Pastoral Care	Jan 2022 – July 2022	School Council/pupil voice has representation from pupils who are within the protected characteristics

All	To ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Assess on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance DH to undertake Safer Recruitment training Improved data collection and monitoring of equality information relating to staff	Senior Leadership Team and Governors on Staffing Sub-Committee	On going	Feedback from candidates on the process indicates fairness. School staff reflect diversity
Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the need of all race and faith groups and those with specific health needs	Increased take-up of school meals	All those with specific race, faith, cultural and health needs	Establish a school food group including representation from diverse groups Introduce food culture days with different menus	School Cooks Herts Catering Ltd.	Jan 2022 – July 2022	Increased take-up of school meals – variety in types of school meals served to reflect differing cultures
Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly Increased staff confidence Accurate reporting rates	Whole school and specifically vulnerable and equality groups pupils/students or those from a faith background	To review and update existing policies and procedures relating to bullying following the set timetable. Access staff training where appropriate Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. Promotion of hate incident recording to pupils/students.	SLT	On going	Staff have completed relevant modules from National College
Gender	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	PE co-ordinators SLT	Jan 2022 - July 2022	Increase in number of girls taking part in competitive sports
Disability/All	To increase social and emotional skills for pupils/students with behavioural, emotional and social difficulties (BESD)	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Introduce nurture groups for the most vulnerable	SENCo	Jan 2022 - July 2022	Improved classroom behaviour. Reduced challenging behaviour and reduction in need to physically restrain
Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents	SENCo & Headteacher	Jan 2022 - July 2022	Information obtained and identified disabled parents.