



Long Marston VA C of E Primary School School Equality Scheme

1: Vision and Values

Our equality vision and the values that underpin school life

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whether or not they are pregnant or a position of maternity
- 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
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.
- LGBTQ+

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- LGBTQ+

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- LGBTQ+

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

July 2023

The objectives which 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 achieving them.

July 2023

2: School Context

The characteristics of our school

Long Marston VA C of E Primary School is a small rural school outside Tring. There are currently 129 children on roll and 22 staff.

Ethnic Groups

1%	Other mixed background
1%	Black Caribbean
2%	Gypsy/Roma
1%	Refused
90%	White British
2%	White other
2%	White and Asian
1%	White/Black African
1%	White/Black Caribbean

99% of children have English as a first language.

The school is a church school with strong links to its local church. We have mixed year group classes and our children come from Long Marston and the surrounding villages of Wilstone, Puttenham, Gubblecote, Pitstone and Marsworth.

Characteristic	Total	Breakdown (number and %)
Number of pupils	129	65 Female (50.4%) 64 Male (49.6%)
Number of staff	22	91% Female 9% Male
Number of governors	11	73% Female 27% Male
Religious character	CofE	
Stability of school population	80.0%	Data from 2020
Pupils eligible for PPG	14%	
Deprivation factor	0.1	Data from 2020
Disabled staff	0	
Disabled pupils (SEN)	1	
Disabled pupils (no SEN)	0	
Pupils who speak English as an additional language	1%	
Average attendance 21-22	98.3%	

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

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:

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- **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 objectives that further the aims 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

July 2023

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Long Marston VA C of E Primary 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 schools 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.

Community Cohesion

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

4: Roles and Responsibilities and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Laura Whateley retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months there will be a report on equality and diversity to the Governors meeting, actions and progress will be reported.

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	Laura Whateley (HT)
Disability equality (including bullying incidents)	Laura Whateley (HT)
SEN/LDD (including bullying incidents)	Laura Whateley (HT)
Accessibility	Laura Whateley (HT)
Gender equality (including bullying incidents)	Laura Whateley (HT)
Race equality (including racist incidents)	Laura Whateley (HT)

July 2023

Equality and diversity in curriculum content	Laura Whateley (HT)
Equality and diversity in pupil achievement	Laura Whateley (HT)
Equality and diversity – behaviour and exclusions	Laura Whateley (HT)
Participation in all aspects of school life	Laura Whateley (HT)
Impact assessment	Laura Whateley (HT)
Engagement /Stakeholder consultation	Laura Whateley (HT)
Policy review	Laura Whateley (HT)
Communication and publishing	Laura Whateley (HT)

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

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.

Publish Information - specific duty to demonstrate compliance with the public sector equality duty

At Long Marston VA C of E Primary School, we will publish information annually. Equality information will be available on the school website. For example:

- Copies of the behaviour and anti-bullying policies
- Evidence of staff training on the Equality Act 2010
- Attainment data which shows how pupils with different characteristics are performing
- Evidence of work done in response to analysis

Commitment to action

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 Headteacher 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
- 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
- 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)
- Ensure all policies have equalities statement and show due regard to the protected characteristics.

Headteachers and senior staff will:

- 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

All staff: teaching and non-teaching will:

- 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 parents will:

- Be responsible for their child's education
- Positively influence their children's expectations about education as well as their attitudes and behaviour towards other children, staff and senior management including the governors.
- Understand the ethos of the school and become involved in school life (i.e. open days, extended services, parent consultation evenings)

All children will:

- Not discriminate on grounds of race, sexual orientation, religion, belief or non belief, gender or other equality issues
- Report any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school
- Understand, value and celebrate diversity
- Challenge stereotypes and prejudices
- Treat others as equals.

July 2023

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make sure reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents, tackling discrimination and anti-bullying.
- We will report and record all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations as appropriate.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Assessments

Questionnaires and assessments will 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.

July 2023

7: Our School's Equality Objectives

Key priorities for action

Our equality objective-setting process has involved gathering evidence from the schools Equality Self Evaluation Audit.

8: Setting Equality Objectives Action Plan

Making progress on equality issues

Equality Objectives 2023-2024	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
The school identifies and adopts good practice strategies to reduce any differences in rates in exclusions between all protected characteristics	All			X	All	FGB	FGB to attend exclusions training- every 2 years	Autumn 2023	Summer 2024
The school accessibility plans and has regard to the need to provide adequate resources for implementation and regularly reviews them.	All			X	All	Headteacher	Review the accessibility plan in line with recommendations from the SEND audit (2024)	Spring 2024 – adapt as required	Summer 2025 rewrite
The Governing Body receive regular reports on how the school is meeting its equality duties	All			X	All	Equalities linked governor	Provide equalities report for full governing body including - RSE review (Jigsaw update, IVF and protected characteristics) - Use of SSP to increase girls' participation in sport.	Autumn 2023	Summer 2024