



School Equality Plan

Summer 2022 (to be reviewed Summer 2023)



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Vision and Values

Our equality vision and the values that underpin school life;

Holtsmere End Junior School (HEJS) believes that every member of our community – whether adult or child – should feel that they are important and valued. We believe that schools and children's centres should be inclusive communities that welcome and celebrate differences. Full and meaningful partnership with parents and professionals – and the active involvement of other members of the local community – is also valued. We intend that our vision and values will actively seek to promote equality and tackle discrimination.

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of children at the school and in society, and prepare children for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

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
- 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, respect and celebrate 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.

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.
- gay people as well as straight.

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
- gay people as well as straight.

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).

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.



The characteristics of our school

A brief description of our school and its community setting.

Characteristic	Total	Breakdown
Number of pupils	231	
Number of staff	37	Female 92% Male 8%
Number of Governors	10	Female 50% Male 50%
Religious character	No religion – 41% Christian – 38% Muslim – 6% Other – 6% Hindu – 3% Buddhist – 1%	
Attainment at entry		Broadly average
Looked after children	0	Summer 2022
Pupils eligible for free school meals	26%	
Proportion of pupils from a minority ethnic background	47%	
Proportion of pupils who speak English as an additional language	34%	
Proportion of pupils who have EHCP	7 children 100% Male	NB 64 children identified with SEND
Average attendance rate	94%	
Significant partnerships, community services, extended provision, special units	DESC SPLD Speech and Language Link services Dacorum School Sports Traveller support EP Autism advisory services CAHMs	

Awards, accreditations, specialist status	Eco Silver and Bronze Award Anti-Bullying accreditation School Games Silver Award Healthy Schools Award UNICEF UK Rights Respecting School Bronze Award RHS School Level 5 Gardening Award Braveheart Education Bronze	
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Legal Background

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:

- 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 furthers the aims of the equality duty.

Protected Characteristics;

The Equality At 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At Holtsmere End Junior School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

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



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

- Emma McGuigan retains overall responsibility for ensuring that the action plan is delivered effectively.
- Every 12 months, managers and key staff will report to the Headteacher 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	Emma McGuigan (Headteacher) and Paul Heskin (INCo)
Disability equality (including bullying incidents)	Emma McGuigan (Headteacher) and Paul Heskin (INCo)
Accessibility	Paul Heskin (SenCo)
Gender equality (including bullying incidents)	Emma McGuigan (Headteacher) and Paul Heskin (INCo)
Race equality (including racist incidents)	Emma McGuigan (Headteacher) Paul Heskin (Deputy Head and INCo)
Equality and diversity in curriculum content	Emma McGuigan (Headteacher) and Paul Heskin (INCo) Serena Toms (Equality Leader)
Equality and diversity in pupil achievement	Emma McGuigan (Headteacher) Paul Heskin (Deputy Head and INCo) Serena Toms (Equality Leader)
Equality and diversity – behaviour and exclusions	Emma McGuigan (Headteacher) Paul Heskin (Deputy Head and INCo)
Participation in all aspects of school life	Emma McGuigan (Headteacher) and Paul Heskin (Deputy Head and INCo)
Impact assessment	Senior Leadership team
Policy review	Emma McGuigan (Headteacher) Judy Bayliss (Inclusion Governor) Paul Heskin (INCo)

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

Commitment to publish

At HEJS we will publish the Equality Plan annually on the school website or through the school office.

At HEJS we will also publish the following information, all of which is obtainable from the school office or on the school website:

- Evidence of staff training on the Equality Act 2010
- Copies of policies

- Aspects of the curriculum which explore different cultures and promote understanding of different religions
- Involvement with different communities
- Links with other schools which enable pupils to learn about children from different backgrounds
- Focus groups and initiatives to explore and improve relationships between different groups in the school community.

Commitment to action

Our 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)

Our Headteacher 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 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 staff and pupils
- Highlight good practice from departments, 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

Our Senior Leadership Team 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 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 equality scheme

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 pupils will:

- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.
- All Parents/carers will:
- Behave with respect and fairness to all staff and pupils, carrying out the letter and spirit of the school's equality scheme.
- Contribute to consultations and reviews.

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 such 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 reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.



Engagement – Participation and Involvement

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. We will continue to consult various stakeholders on the scheme and on other relevant policies.

In addition to the questionnaires, surveys and focus groups we will hold as part of the overall consultation and impact assessment process:

- Disabled people will be involved through representation on the School Council.
- Race – we will work in partnership with the County Traveller Support Team.
- Community cohesion – we will invite members of the community to share their talents with the school. Local faith leaders will be invited to speak to the children in assembly.
- British Values – the children are invited to choose a different charity to support at key events (Harvest, Christmas, Easter) – this prompts them to consider minority groups and how we can relate to them.

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. Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Using Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

- We value more qualitative information which may be given to us through a variety of mechanisms (Ofsted Dashboard etc). We conduct student voice activities such as pupil questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Commissioned services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.



Equality achievements

Achievements to date:

Disability

All classrooms have an access point which is disability compliant.

There is a disabled toilet in the school.

Key staff are trained to deal with the specific needs of children with a disability in school to ensure they can access the curriculum appropriately.

Gender

Close monitoring of pupil tracking data and end of Key Stage data to analyse and identify any issues relating to gender. Some curriculum adaptations have been made.

Race

A range of resources and materials has been developed to recognise as a whole school a variety of cultural celebrations and religious festivals.

Our equality objective-setting process has involved gathering evidence as follows:

- *Analysis of OFSTED dashboard and Assessment monitoring data*
- *Feedback from annual questionnaires – parents, staff and children*
- *Evaluations from parent information evenings*
- *Liaison with SLT and governor responsibility for Inclusion*

Equality Objectives	Protected Characteristic
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1. Review, re-publish and promote the Equality Scheme through the school website.	All
2. Carry out equality Impact Assessment on all policies as they come up for review	All
3. Track, monitor and analyse the achievement of vulnerable groups, including those in receipt of Pupil Premium and act on any trends or patterns in the data that require additional support for pupils.	All
4. Evaluate the impact of opportunities in the curriculum for the explicit teaching of these and issues relating to diversity particularly the appropriate use of language related to sexual orientation.	All
5. To monitor the learning behaviours of different genders and make adjustment to provision as appropriate	Gender
6. Track, monitor and analyse the attendance of key groups in the school namely those in receipt of Pupil Premium and SEND	All
7. Monitor the accessibility to all areas of the school in relation to the needs of specific pupils.	Disability



Equality objectives Action Plan

Equality Objectives	Protected Characteristic	General Duty	Monitoring	Responsibility	Success Indicator	Timing
Review, re-publish and promote the Equality Scheme through school website	All	SLT	Survey stakeholders attitudes to equality issues	SLT SenCo Inclusion Governor	All stakeholders are informed of the Equality Policy and Action Plan	Annual
Carry out equality impact assessment on all	All	SLT Staff to show evidence	Resources and Teaching and Learning	Governors	All policies comply with the requirements of the	Ongoing

policies as they are reviewed.		e of impact	Cttees to review all policies in line with the policy schedule.		Equality policy.	
Track, monitor and analyse the achievement of vulnerable groups, including those in receipt of Pupil Premium and act on any trends or patterns in the data that require additional support for pupils.	All	SLT	Achievement data for vulnerable groups analysed and intervention tailored to meet need. Formally discussed in half termly Pupil Progress Meetings	SLT Governing Body; Teaching and Learning committee Learning Mentor Class teachers	Data indicates all children making at least good or better progress with gaps narrowing	Ongoing Half termly pupil progress meetings
Evaluate the impact of opportunities in the curriculum for the explicit teaching of these and issues relating to diversity particularly the appropriate use of language related to sexual orientation.	All	SLT Subject Leaders	Scrutiny of the curriculum content and skills documents.	SLT	Opportunities identified and exploited across the curriculum.	Ongoing
To monitor the learning behaviours of different genders and make adjustment to provision as appropriate	Gender	Lesson Studies Data analysis Lesson obs	SLT Class teachers	SLT Subject Leaders.	Analysis of data and observations indicates pupils have a positive attitude towards learning and are making at least expected progress.	Ongoing

Review and target initiatives to increase punctuality across the school with a focus on narrowing the gap for disadvantaged children and those with SEND	All	Attendance analysis	Head Deputy Head	Head Deputy Head Learning Mentor	Analysis of attendance data shows increasing percentages for all groups with narrowing gaps.	Ongoing
Continue rolling programme of premises works in line with accessibility plan.	All	Premises management plan	Premises manager Head Governors	Full access to all areas at all times	Reference Access plan	Ongoing