



Cassiobury Junior School Equality Scheme

2016 to 2020

Contents

1:	School Context	3
2:	Legal Background	4
3:	Roles and Responsibilities	5
5:	Stakeholder Consultation	7
6:	Impact Assessment	7
7:	Our School's Equality Priorities	8
8:	Action Plan	9

1: School Context

The characteristics of our school

A brief description of our school and its community setting

Characteristic	Total	Breakdown (number and %)
Number of pupils	358	153 Female (43%) 205 Male (57%)
Number of staff	45	91% Female 9% Male
Number of governors	14	50% Female 37% Male 13% vacancy
Religious character		33% Christian, 19% Muslim, 21% No religion, 17% Hindu, 2% Sikh, 2% other religion, 1% no information, 2% Jewish
Stability of School Population		94.1% stability (national figure = 85.9%)
Pupils known to be eligible for Pupil premium	27	8%
Deprivation factor		0.09 (20 th Percentile) National Figure is 0.24
Disabled staff	1	
SEN pupils	38	11%
Disabled pupils (no SEN)	0	
Children looked after / Special Guardianship	0	
Children with CAFs / Team Around Family	0	
Pupils identifying as non-white	184	51%
Staff identifying as non-white	8	17%
Pupils who speak English as an additional language	119	33%
Average attendance rate		96.3%
Significant partnerships, extended provision, etc.		<ul style="list-style-type: none"> • Link Infant and Nursery School • Counselling with Play therapy • Sports partnership links with Queens • Music service / Boys grammar
Awards, accreditations, specialist status		ICT Mark (2011), Gold Art Mark (2013) Primary Science Quality Mark (2012)

2: Legal Background

The duties that underpin our scheme from the Equality Act 2010

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

The duties of the act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) as follows:

- To publish quantitative and qualitative information annually, showing with PSED clause 149, Equality Act 2012
- To set specific, measurable equality objectives every four years

Purpose of Policy / Scheme

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity across individuals in the school and wider community
- Foster good relations between members of the school and wider community

Protected Characteristics specified by the Equality Act 2010:

- Age
- Disability*
- Ethnicity or Race
- Gender
- Religion or Belief
- Pregnancy or maternity
- Gender reassignment
- Sexual orientation
- Marriage or Civil Partnership

*Disability provision -schools are expected to make reasonable adjustments to ensure disabled pupils can benefit from what they offer to the same extent that pupils without a disability can. An element of positive discrimination may be necessary to achieve this end, which is not a feature of the provision for other protected characteristics.

3: Roles and Responsibilities

Chain of accountability

The Headteacher retains overall responsibility for ensuring the implementation of this scheme. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively, alongside the Inclusion Team. Managers and key staff will report to the Inclusion Team on actions and progress on a regular basis. Every 12 months there will be a report on equality and diversity to the Governors meeting.

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. At each review it will be posted on the website. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

Commitment to action

Governors will:

- | | |
|--------------------------------|---|
| Equality scheme Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Equality scheme Implementation | <ul style="list-style-type: none"> ● 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 |
| Behaviour | <ul style="list-style-type: none"> ● 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 |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties |

Headteachers and senior staff will:

- | | |
|--------------------------------|---|
| Equality scheme Development | <ul style="list-style-type: none"> ● 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 |
| Equality scheme Implementation | <ul style="list-style-type: none"> ● 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 |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, staff and |

	pupils
	<ul style="list-style-type: none"> • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
	Line managers will:
Equality scheme Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Equality scheme Implementation	<ul style="list-style-type: none"> • 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
Behaviour	<ul style="list-style-type: none"> • 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)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme
	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Equality scheme Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • 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
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme
	All pupils will:
Equality scheme Development	<ul style="list-style-type: none"> • Understand that the views of all parties are equally important • Participate in generating rules and policies
Equality scheme Implementation	<ul style="list-style-type: none"> • Contribute to raising issues for discussion
Behaviour	<ul style="list-style-type: none"> • Respect and celebrate good work and other shared events by peers and adults • Treat all community members with respect and good manners • Be good role models to younger pupils and conduct themselves appropriately when representing the school
	All parents and Carers are expected to:
Equality scheme Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews
Equality scheme Implementation	<ul style="list-style-type: none"> • Recognise the importance of working in partnership with their school • Support school policies and lead by example
Behaviour	<ul style="list-style-type: none"> • Model respectful behaviour in front of children • Be accountable for their behaviour
Public Sector Duties	

4: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

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 have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme and continue to consult various stakeholders on this scheme regularly (see our Action Plan).

5: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

- 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
- The Governing Body receive an annual report on the outcomes of the action plans and ask questions / give their views on future action plans

6: Our School's Equality Priorities Ammend this:

Key priorities for action : Gender, Race, Language, disabled /siblings of disabled

Priority	Category	Diversity strand	Background
1 Girls maths	School data	Gender	Focus on improving girls' maths attainment, whilst maintaining that of boys
2 Pupil Premium and Free School Meals	National	Disadvantaged	National focus
3 Identified Vulnerable Ethnic Groups	National Indicator and School Data	Race	Recent evidence of lack of progress in Reading and Writing by Asian/Pakistani pupils
4 Behaviour	School Data National Indicator	All	Ensuring that all groups receive
5 Policy review	Statutory	All	Incorporate an examination of equality aspects into our rolling programme of policy review –to be reported annually
6 Stakeholder consultation	Statutory	All nine characteristics	Implement a programme of consultation
7 Impact assessment	Statutory	All	Refine statistical analysis of all statutory strands

8: Action Plan

Making progress on equality issues

1

Priority issue and objective	Girls' maths	
Category	School data	
Diversity strand	Gender	
Tasks	Detail	Responsibility
Improve girls' attainment and achievement in maths	Analysis of end of year test data and teacher assessment for gender difference	Class teachers /Assessment Manager / SLT
Refine input for girls to enable equal achievement with boys	Ensure girls receive positive messages about maths	Class teachers / leadership
	Ensure curriculum teaching does not exclude girls	Class teachers / Literacy Leader
	Target girls attainment by linking to Pupil Progress Meetings	Performance management leaders
Review/impact assessment		

2

Priority issue and objective	Pupil Premium	
Category	School data	
Diversity strand	All	
Tasks	Detail	Responsibility
Ensure that young carers get support and encouragement in school to enable them to achieve	To have a designated member of staff with the responsibility of day-to-day management of provision and interventions (focusing on attendance, progress, attainment and home-school links)	SLT/PPG Manager
Set up support structures to cater for young carers	Focus for discussion at Pupil Progress Meetings	SLT/Class Teachers
	Teachers to identify provision on planning	Class teachers
	Monitoring progress and attendance	SLT
	Governors to monitor progress and attainment of all PPG children through termly updates. Dedicated PPG Governor	SLT and Governing Body
Review/impact assessment		

3

Priority issue and objective	Identified Vulnerable Ethnic Groups (VEGs)	
Category	National Indicator	
Diversity strand	Race	
Tasks	Detail	Responsibility
To ensure progression and achievement of VEG pupils is in line with peers	Analysis of end of year test data and teacher assessment for racial difference	Class teachers /Assessment Manager / SLT
Refine input for VEG pupils to enable equal achievement with peers	Ensure VEG pupils receive positive messages about achievement	Class teachers
	Monitor progress of these pupils closely in termly pupil progress meetings	Class teachers / SLT
	Target VEG pupil attainment by linking to teacher pupil progress meetings	performance management leaders
Review/impact assessment		

4

Priority issue and objective	Behaviour – Ensuring all groups are treated fairly	
Category	Behaviour	
Diversity strand	All	
Tasks	Detail	Responsibility
To monitor incidence of boys misbehaviour	Ensure that Behaviour Policy is accessible to all parents	All staff
Promote and reward good behaviour	Ensure that Behaviour Policy is used effectively by all staff members	SLT
	Use SIMs to develop formal systems for recording achievement and to track/compare groups (address and inconsistencies)	Class Teachers
Review/impact assessment		

5

Priority issue and objective	Policy Review	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
Ensure all policies refer to equality aspects	Subject leaders to act on this as policies come up for review	Subject leaders
	Leadership to ensure all school policies comply	Leadership
Review/impact assessment		

6

Priority issue and objective	Stakeholder consultation	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
To consult with stakeholders	Work in consultation with Governor and Parent representatives	Inclusion team / SLT / HT
	Inclusion team meeting with parents / governors	Inclusion team / SLT / HT
	Consultations with pupils and staff	Inclusion team / SLT / HT
Review/impact assessment		

7

Priority issue and objective	Impact Assessment	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
To refine statistical analysis of the strands	Evaluate collected data to measure impact of action plan	SLT / Inclusion Team
Review/impact assessment		