



Jenyns First School & Nursery

School Equality Scheme

March 2021- March 2025

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1: Vision and Values

Our equality vision and the values that underpin school life

Jenyns First School and Nursery is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Jenyns First School & Nursery we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At Jenyns First School & Nursery we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity);
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

Leadership, Management and Governance

Jenyns First School & Nursery is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at Jenyns First School & Nursery are considering all aspects of diversity and equality in this comprehensive policy. It is followed by a specific equality action plan with clear objectives. The action plan considers all strands of the equality policy and is effective from March 2021. The action plan will be reviewed and updated in March 2022.

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. Half termly and weekly planning details differentiation for ability groups. Lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity
- The data collected is used to inform further school planning, target-setting and decision making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

2: School Context

The characteristics of our school

Jenyns First School & Nursery is situated in the rural village setting of Braughing adjacent to the A10 between Cambridge and London. The school was set up in the 1800s and survived various transitions. In September 2004 the school moved into a new building. The immediate area consists of a range of housing from affluent to pockets of rural deprivation. In September 2009 the school extended its provision to provide places for up to 10 part time nursery age children. Roll is currently 4 children attending 5 mornings a week.

Characteristic	Total	Breakdown (number and %)
Number of pupils	71	
Number of staff	12	
Number of governors	10	
Religious character		Community school
Pupils eligible for FSM	6	
Disabled staff	0	
SEND pupils	7	
BME pupils	0	
BME staff	0	
Pupils who speak English as an additional language	0	
Attendance rate	95	
Significant partnerships	3	Rib Valley Schools Partnership, Bramble Hill Children's Centre and Hertford and Ware School Sports Partnership.
Awards, accreditations, specialist status	3	Healthy Schools accreditation School Games accreditation Science Kitemark

3: 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 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

Disability

At Jenyns First School & Nursery 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

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every term, 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	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEND (including bullying incidents)	SENCO SEND Governor
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher
Stakeholder consultation	School Business Manager
Policy review	Headteacher & Governors Governors
Communication and publishing	School Business manager

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 four years.

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.

At Jenyns First School & Nursery equality information will be available on the school website and updated annually.

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)

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

Line managers 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's 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's 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 colleagues and pupils, carrying out the letter and spirit of the school's equality scheme

All Parents/carers will:

● Behave with respect and fairness to all pupils, parents and staff carrying out the letter and spirit of the school's equality scheme

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

'We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.....'

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.

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

Evaluating the impact in terms of the outcomes

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.

7: Our School’s Equality Objectives

Key priorities for action

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

We carryout rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, and Subject leaders we are aware of any groups or individuals who are not making at least expected progress.

List of equality objectives:

Equality Objectives	Protected Characteristic
1.To ensure that children, no matter their background has access to a curriculum to develop themselves both academically and personally	Race, Sex, Religion, disability
2. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected or better progress	Race, sex, disability, religion
3. To continue to raise attainment of more able pupils throughout the school	Race, sex, disability, religion
4. To ensure that all pupils have availability to extended school opportunities.	Race, sex, disability, religion

Equality Objectives	Protected Characteristic	Responsibility	Action	Measurable success Indicator	Timing	Review date
1.To ensure that children, no matter their background has access to a curriculum to develop themselves both academically and personally	Race, Sex, Religion, gender, disability	All staff	Delivery of curriculum to include visits, visitors and experiences that teach a cultural capital and rich language	Children have experienced something different and a range of knowledge	Ongoing	March 2025
2. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected or better progress	Race, Sex, Religion, disability	Headteacher SENCO Class teachers	Children's individual needs will be identified on a provision map and intervention programmes put in place to support progress.	Targets achieved Progress made across subject areas including PSHE	Ongoing termly	March 2025
3. To continue to raise attainment of more able pupils throughout the school	Race, Sex, Religion, disability	Headteacher Class teachers	More able pupils will be identified and teachers planning will show evidence of greater depth opportunities for this group of children. Termly lesson observations and scrutiny of work books will be used to monitor progress	Increase in pupils working at GDS in their year group	Ongoing termly monitor	March 2025
4. To ensure that all pupils have availability to extended school opportunities.	Race, Sex, Religion, disability	Headteacher	Ensure that any barriers to attending school clubs or other extra-curricular activities are considered and minimalised. Use Sport premium fund to pay for sports club and offer FOC	Increase in number of vulnerable groups attending extended school opportunities	Ongoing	March 2025