



# Camp School

## School Equality Scheme

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Approved by Governing Body: January 2022 Next review: Spring 2025 (Sections 8 & 10 Spring 2023)

### 1: Vision and Values

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Our equality vision and the values that underpin school life

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We want Camp to be....

A centre of educational excellence with high expectations for all.

An environment where children and staff engage in learning with passion and enjoyment, and achieve their full potential.

A community school that provides creative opportunities to support pupils' intellectual, social, emotional and cultural development.

A school where we actively celebrate diversity and show respect for each other and the wider world.

(Camp School Vision statement, School Development Plan 2018-2019)

### 2: School Context

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The characteristics of our school

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This is an average sized primary school with a higher-than-average proportion of pupils from a wide range of minority ethnic backgrounds. This demographic is changing year on year; over half the pupils are White British and the rest represent a range of ethnic heritages including Bangladeshi, Pakistani, Indian Moroccan Polish Spanish and mixed heritage groups. The percentage of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. Children in the Early Year Foundation Stage are taught in the Nursery and the Reception classes and we have the 30 hour offer in place for working families to access.

All members of our school community are committed to creating an environment where respect and a passion for learning are at the heart of what we do. Our Vision Statement and bespoke PSHCE curriculum are central to the work we do to maintain excellence, collaboration and respect whilst we work to equip every child with the skills they will need to be global citizens of the future. The children are encouraged to explore issues of equal opportunities, and are used to talking frankly about racism and prejudice. The diversity of our school population attracts parents, staff and governors committed to inclusion, diversity and partnership.

Characteristic	Total	Breakdown (number)
Number of pupils	234	123 52% Female 111 47% Male
Number of staff	42	Not recorded
Number of governors	12	Not recorded
Religious character	199	56(28%) Christian 2 (1%)Hindu 37(15%)Muslim 1 Jewish 101 (43%)No Religion 35(14%) Other
Attainment on entry	-	Below average on entry
Mobility of school population	6 arrivals 6 leavers	(below national average)
Pupils eligible for FME	19	8% ( below national average)
Deprivation factor	0.17	Which is 0.7 below national average. (0.24)
Disabled staff	0	
Disabled pupils (SEN/LDD)	29	7 EHC plans
Disabled pupils (no SEN)	0	
Ethnic Minorities including White Minority groups	93	39%. ( above national average) 31%
BME staff	4	10%.
Pupils who speak English as an additional language	39	16% ( below national average )
Average attendance rate	95.9%	4.1%
Significant partnerships, extended provision, etc.	-	Alban Way Consortium, Vista.
Awards, accreditations, specialist status	-	ICT Mark, Investor in People, Healthy Schools, Inclusion Quality Mark, , Green Flag

### 3: Legal Background

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The duties that underpin our scheme

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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 (not applicable to pupils)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*
- *marriage and civil partnership ( not applicable to pupils)*

### **Disability**

At Camp School we implement accessibility plans (and provide the necessary auxiliary aids and services) 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

At Camp School we are committed to ensuring equality of opportunity for all pupils. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The school will operate equality of opportunity in its day to day practice in the following ways.

## Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use data to improve the ways in which we support individuals and groups of pupils;
- Monitor achievement and progress? data by ethnicity, gender and disability and action any gaps;
- Set challenging targets when planning for future learning;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to value their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Our bespoke PHSCE curriculum (end 2022) is underpinned by the principles outlined in this policy and includes units of work which challenge discrimination and promote inclusion throughout the school.

## 4: Roles and Responsibilities and Publish Information

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### Chain of accountability

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

### Commitment to implementation

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every year, managers and key staff will report to the Head teacher on actions and progress.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Equality Scheme	HT / AH/ Inclusion Governor
Disability equality (including bullying incidents)	HT / SENCo
SEN/LDD (including bullying incidents)	SENCo
Accessibility	HT
Gender equality (including bullying incidents)	HT/ AH
Race equality (including racist incidents)	HT/ AH
Equality and diversity in curriculum content	HT/ AH
Equality and diversity in pupil achievement	HT/ AH
Equality and diversity – behaviour and exclusions	HT/ AH
Participation in all aspects of school life	HT
Impact assessment	HT/ Inclusion Governor
Stakeholder consultation	HT / Stakeholder Governor
Policy review	Governors/ Inclusion Governor
Communication and publishing	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 as well as being updated if necessary at least annually. Following this regular assessment, the whole equality scheme will be reviewed at least every three 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 Camp School we will publish information annually and our equality information will be available on the school website.

### **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 Head teacher 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

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- 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)

**Head teachers 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
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- Contribute to the implementation of the school's equality scheme

### **All Pupils/students will:**

(taken from School Behaviour Policy Golden Rules)

- Be kind
- Show respect to ourselves ,others and the environment
- Keep ourselves and others safe
- Try our best with our learning

### **In addition pupils will...**

- Try to tell an adult if they witness, or are the victim of, harassment, bullying or victimisation

### **All Parents/carers will:**

(taken from Home school agreement)

- Respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion or ability.
- Support the school's policies including guidelines for behaviour;
- Attend parent's evenings and discussions about their child's progress.
- Inform school should their child's needs change.
- Let the school know about any concerns or problems that might affect their child's work or behaviour.

## **5: Engagement**

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

We will consult and engage with members of the school community to help shape our focus and actions on equality issues - 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.***

Health and Behaviour Related Survey for Year 5/6 pupils 2018 /2020

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

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Evaluating the impact in terms of the outcomes

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### **Equality Impact Assessment (EQIAs)**

EIAs 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 have chosen not to use a specific EIA 'tool' as we believe that Equality Impact Assessment is inherent to all school activities and functions. However we will ensure that relevant policies are checked at the point of review to ensure that they comply with the Equality Act and promote diversity and inclusion.

**Analysis of academic outcomes for pupils with Protected Characteristics:**

The school regularly carries out, and acts upon the results of, analysis of academic outcomes for those children in the protected characteristics groups (e.g. Standards Report, SEF, Head Teacher's report to the Governing Body, etc.) Copies of this information can be obtained by contacting the school office.

**7: Our School's Equality Objectives**

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Key priorities for action

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**Achievements to date:**

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

- Pupil voice
- Named Equality Governor gathering views from staff, parents and pupils
- Parent consultation on specific issues related to protected characteristics

**List of equality objectives:**

Equality Objectives	Protected Characteristic
1 Conduct the health and behaviour survey (Lancaster Model) annually and use data as pupil voice on aspects of equality.	All
2. Incorporate explicit teaching sessions into bespoke PSHE+ curriculum on protective characteristics: race, religion, gender, sexual orientation and disability.	All
3. Establish the use of gender neutral toilet facilities for a pupil if required	Gender



## 8. Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	Monitoring	Responsibility	Measurable success Indicator	Timing	Review date
1. Conduct the health and behaviour survey (Lancaster Model) annually and use data as pupil voice on aspects of equality.	All	AH/ HT School Nurses to carry out survey	HT, AH	Pupil data is analysed and any trends or key issues are acted upon. General themes are recognised and fed into the curriculum response and PSHCE curriculum where appropriate. The PSHCE curriculum reflects the needs of the children at Camp	2022	2025
2. Incorporate explicit teaching sessions into bespoke PSHE+ curriculum on protective characteristics: race, religion, gender, sexual orientation and disability.	All	DHT / AH / Inclusion Governor	DHT / AH	The PSHCE curriculum is written with the protective characteristics explicitly taught in any units of work on equality/ stereotypes and other citizenship issues.	2022	Ongoing
3. Establish the use of gender neutral toilet facilities for a pupil if required	gender	Staff and pupil input.	AH	The school shows sensitivity to any pupil who may wish to use gender neutral toilets. Consider the options for providing this facility if needed.	When necessary	2025

### \*General Duties with the Equality Act, 2010, Public Sector Equality Duty (PSED)

In carrying out their functions, public bodies are required to **have due regard to the need to:**

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## **9: School Equality Scheme Review Process, Complaints Procedure and References**

### **Review process for the School Equality Scheme**

The School Equality Scheme will be fully reviewed every two years, accompanied by a process of 'mid-term' review of the Equality Objectives.

### **Complaints Procedure relating to the school's PSED**

If you feel that the school has demonstrated prejudice or discrimination or has in any other way failed to comply with its Public Sector Equality Duties - General and Specific – please contact the school. A copy of the complaints procedure policy can be found on the school website or from the school office.

### **References and documents used to inform the creation of the School Equality Scheme:**

*DfE Single Equality Scheme, 2011*

*DfE Equality Act Guidance for Schools, April 2012*

*Equality Act, 2010*

*'Equality Act 2010, Advice for school leaders, school staff, governing bodies and Local Authorities' - DfE, December 2011*

*'Equality Update for Hertfordshire Schools, Spring 2011' - Local Authority, Schools Standards & Effectiveness, 2011*

*Schools Equality Provision Self-Evaluation Resource Audit Tool - Local Authority, Schools Standards & Effectiveness, 2012*

*School Equality Scheme: A Toolkit for Schools - Spring 2012 - Local Authority, Schools Standards & Effectiveness, 2012*

*'What equality law means for you as an education provider: schools' - Equality and Human Rights Commission (EHRC), 2010*

10: School Policies & Procedures related to or incorporated within the School Equality Scheme

<b>Policy</b>	<b>Date</b>	<b>Review Date</b>	<b>Comment</b>
Behaviour & Anti-bullying Policy	September 21	September 23	Now merged
Children Looked After Policy	December 20	July 2023	
Collective Acts of Worship Policy	December 2020	November 2023	
Teaching and Learning Policy			No longer in use
Harassment and bullying policy, procedure and guidance	January 2020	January 2022	
Home school agreement	December 2019	December 2022	
How to comment or complain: leaflet			No longer in use
Complaints Policy	Oct 20	Oct 23	Contains all complaints information
Management of allegations against staff	LA guidance and protocols used		No policy under this name
Sex and Relationships Education Policy	September 2020	September 2023	Now RSE, not SRE
Special Educational Needs Policy	January 2021	January 2024	
Whistle-blowing policy	July 2019	July 2022	