



Laurance Haines
School

School Equality Plan

2017 to 2019

Consultation	Stakeholders Represented
14 th November 2017	Trustee, Assistant Head, Site Manger (Accessibility Plan)
14 th November 2017	Nurture Leader
15 th November 2017	Behaviour Lead, Deputy Head, Assistant Head, School Business Manager
w/c 20 th November 2017	Working Group
Aut 2/Spr 1	Pupil Voice: Learning Council, School Council
2.00pm 16 th November 2017	Parent/Staff Working Party Review

Date of Governing Body approval:	November 2017
Review:	November 2019
Signed	
Bill Grimwood	Chair of Local Governing Committee

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1: Vision and Values

Our equality vision and the values that underpin school life

Laurance Haines Mission Statement:

Enjoy, Care, Aim High and Succeed Together

'Caring is at the heart of all we do at Laurance Haines, caring for your child, your family and our community. Through our commitment to excellence everyone is challenged to do their best so that we can all enjoy, learn, aim high and succeed'.

Our Mission Statement and Vision is currently under review and, when finalised, the Equality Plan will be updated to reflect this.

Laurance Haines is an inclusive school where the success of every child matters. Our school population is a reflection of the rich cultural diversity of our community. Our children originate from many different countries, speaking a large number of languages. We believe this makes our school a vibrant and exciting place to be. Approximately 87% of our pupils come from ethnic minorities and in excess of 45 languages are represented in our school. We believe that Laurance Haines is special and the relationships we develop with our children and their families enable us to create a distinctive ethos. We have high expectations of all children who are valued and their achievements celebrated.

We actively seek to eradicate all discrimination on the basis of gender, race, ability, religious or cultural background, sexual orientation or appearance. Although this list of the areas of potential discrimination is wide-ranging, it is not exhaustive and incidents of discrimination on any other grounds will be taken equally seriously.

We are fully committed to these principles and we have identified practical priorities and plans of specific action in order to promote equality in relation to disability, ethnicity, gender, sexual orientation, religion and belief, age and socio economic circumstances.

In fulfilling our legal obligations 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 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
- Transgender, support and protect people who are questioning their 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.
- Respecting the dignity of transgendered people, and an absence of harassment or bias.

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, transgender 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.
- transgender and cisgender people

School Uniform

The same School uniform policy applies equally to all pupils, irrespective of their gender, transgender, race, disability, religion or belief or special educational needs, subject to considerations of safety and welfare.

2: School Context

The characteristics of our school

Laurance Haines School is a non-denominational Community Primary School situated in West Watford. The area includes pockets of severe deprivation in an area of very mixed social composition that ranges from stable professional working backgrounds to unemployed and single parent families. Housing is mixed and includes private ownership occupation, rented and housing association accommodation as well as multi-occupancy homes where there can be serious over-crowding. Children are also admitted from temporary accommodation at the Women's Refuge. There are higher than average levels of mobility with many children joining the school after the start of term and mid year and this is reflected in Raise-on-Line. The transient nature of the school is partly due to the close proximity of the local hospital where some parents are employed. Many of these children arrive from abroad with no attainment data and some speak no English. To highlight the degree of transition, only 39 of the 89 2017 Year 6 children started with us in Nursery and only 63 have been with us since Reception or Nursery.

The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 45 named languages and dialects spoken in school by both children, parents and staff. However, there are an additional 19 children who have their classification of language pending. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

The school is fed from two catchment areas. The first one being predominately privately owned or rented housing whose parents are in full-time employment in low skilled labour based jobs or employed

by the hospital. This is a vastly multi-cultural area. In certain cultures over crowding of housing is evident, with several of our families living in shared accommodation, the whole family living in one room. The second part of the catchment area is a large estate which is mainly social housing. Statistically, unemployment figures are higher in this part of the catchment area as are crime rates. Using the Index of Multiple Deprivation 2015 (Watford Borough Council Monitoring Report 2016), the Holywell, Vicarage and Central LSOAs fall within the 10% (first decile) most deprived areas in Hertfordshire.

Demographic information had shown that the school age population was increasing locally. As a result, at the request of the LEA an additional 30 children were admitted in the Reception class in September 2010 and again in 2011. This two year bulge has now reached Year 6 and beyond (Year 7). We currently have 90 children in Year 6, with the other years having an intake of 60.

Those eligible for the pupil premium funding is a percentage of 17.2% and as such is deemed lower than the national average. However, this is not a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds. The school has worked continuously to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage were significantly below age related expectation. This is because the children have poorly developed pre-learning skills and some speak only mother tongue or are at an early stage of English language acquisition. This is reflected in assessment data that shows lower scores in language, communication, understanding of the world and mathematics than in other areas of learning.

The proportion of BME children has grown to 87% with 82% speaking English as an additional language. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different ethnic groups. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year on year trend for this varies. However, White British and Black African children are predominately a vulnerable group year on year. The school has a robust New Arrivals programme.

Data updated November 2017

Characteristic	Total	Breakdown (number and %)
Number of pupils	488	Number and % Female 249 51% Number and % Male 239 49%
Number of staff	74	92 % Female 8 % Male
Number of governors	9	56 % Female 44 % Male
Religious character		Non Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		2016 – 2017 In year: 38 leavers/ 37 arrivals
Pupils eligible for FME	84	
Deprivation factor		See above
Disabled staff	1	
Disabled pupils (SEN/LDD)	5	Some parent/carers have not provided relevant information. *ESB checking with parents
Disabled pupils (no SEN)	15	Some parent/carers have not provided relevant information. *ESB checking with parents
BME pupils	426	
BME staff	23	31%
Pupils who speak English as an	401	

additional language		
Average attendance rate		Academic Year 2016 – 2017: 95.7% Academic Year 2017 – 2018 (to date): 96%
Significant partnerships, extended provision, etc.		Westfield Children’s Centre, DSPL 9, Croxley Business Park, Queen’s School, AllSports, First Touch Coaching, Portuguese School, Flip Theatre,
Awards, accreditations, specialist status		Nurturing Schools Award, Schools Sports Gold Mark, Silver Eco Schools Award, The Dyslexia-SPLD Base Trust,

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. Our 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. The purpose of this policy is to set out how our practice and policies.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools 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
- marriage and civil partnership (for staff only)

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 Laurance Haines School we implement our accessibility plan which is 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. We will provide auxiliary aids and services to disabled pupils. However this duty is not due to come into effect until a later date, following further consultation.

An Inclusive Curriculum

Our inclusive curriculum supports good practice in educating pupils about equality and diversity. It contributes to the school's ethos in providing a fun, engaging and varied curriculum through:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- teaching strategies for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

The school curriculum supports the development of personal, social and cultural identities in all pupils, teaches pupils respect and value for diversity and celebrates cultural diversity

4: Roles and Responsibilities and Publish Information

Commitment to action

The Local Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this plan. James Roach, Headteacher, retains overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the plan both as employees and as it relates to their area of work.

Responsibility for	Key person
School Equality Plan	Senior Leadership Team
Disability equality (including bullying incidents)	Headteacher and Behaviour Lead
SEN/LDD (including bullying incidents)	Behaviour Lead/SENCo
Accessibility	SENCo, SBM and Site Manager
Gender equality (including bullying incidents)	Headteacher, Nurture Leader, Behaviour Lead
Race equality (including racist incidents)	Headteacher and Behaviour Lead
Equality and diversity in curriculum content	Headteacher, Assistant Headteacher, Nurture Leader
Equality and diversity in pupil achievement	Headteacher, Assistant Headteacher, phase leaders
Equality and diversity – behaviour and exclusions	Headteacher, Behaviour Lead
Participation in all aspects of school life	Senior Leadership Team
Impact assessment	Head Teacher, Assistant Headteacher, Governing Body
Stakeholder consultation	Deputy Head and SBM
Policy review	Deputy Head and SBM
Communication and publishing	SBM

Commitment to review and publish

The School Equality Plan will be reflected in the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. We are committed to reviewing, publishing and updating our actions. At Laurance Haines School we will publish the Equality Plan on our school website, together with the Action Plan. Paper copies and translations will be available from the office upon request.

As well as the specific actions set out beneath this plan the school operates equality of opportunity in its day to day practice in the following ways:

Pupils' Attitudes, Values and Personal Development

In the school we celebrate diversity and make sure that we:

- Enable our pupils and staff to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin the means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

We ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Teaching methods encourage positive attitudes to difference, cultural diversity and equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We comply fully with legislation which protects our staff 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 any discriminatory incidents.

5: Engagement – Participation and Involvement

Involving our learners, parents/carers and other stakeholders

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. In the development of the original plan, we consulted all stakeholders and involved a number of staff, pupils, parents and others with particular interests. We continue to consult various stakeholders on this plan and on our reviews (see our Action Plan). We have a Working Party who monitor and review the plan.

Pupils: In Spring 2018, the School Council and Learning Council will lead on pupil voice which will be fed back to the Working Party. Refer to the Action Plan.

Adult stakeholders: A Survey Monkey will be made circulated to parent/carers and governors in Spring 2018 and will be fed back to the Working Party.

When deciding how to tackle equality issues that have arisen from the consultation, we will ensure that people affected by our decisions are further consulted - 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 published information showing how the duty has been addressed.

6: Using information

Equality Impact Assessments, data and other information

Equality Impact Assessments support us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils 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. We conduct student voice activities such as anti-bullying 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. We use data termly to assess the progress of vulnerable groups. Teachers analyse their in year data and highlight in pupil progress meeting vulnerable groups or vulnerable pupils. The Inclusion team analyse data and report termly to the Inclusion governor, Headteacher and HIP. Behaviour incidents regarding discrimination and equality issues are recorded on SIMS and dealt with promptly by the SLT. For specific procedures please refer to the schools policies (Behaviour policy, Anti-Bullying policy and Inclusion policy).
