



*“Learning in mind, community at heart”*

## Lodge Farm Equality Scheme

Lodge Farm primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender) religion/belief, sexual orientation, gender identity ( and in relation to staff and parents: age, marriage./civil partnership and pregnancy/maternity).

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

1. All learners and other members of the school community are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We aim to reduce and remove inequalities and barriers that already exist

No-one within our community has the right to discriminate against any other member of the school community.

### SCHOOL CONTEXT:

<u>Characteristic</u>	<u>%</u>	<u>Additional Info</u>
Number of pupils	Female <b>51%</b> Male <b>55 %</b> Total <b>450</b>	
Number of pupils without Nursery	Female <b>51%</b> Male <b>49%</b> Total <b>409</b>	
Number of Staff	Female <b>96 %</b> Male <b>4%</b> Total <b>53</b>	
Number of Governors	Female <b>80%</b> Male <b>20%</b> Total <b>10</b>	
Religious Character		Wide Mix of religions
Attainment on Entry		On entry to Nursery – attainment below national Average in all areas  On entry to Reception – attainment below the National Average in all areas for those joining Reception
Mobility of school population	2015/2016 <b>5%</b>  2016/2017 <b>6%</b>	

Pupils eligible for PPG	12.5 %	
Pupils eligible for FSM	7.5 %	
Disabled staff	0	
SEND	17.5%	
EAL Learners	9 %	
Average attendance	2015/2016 <b>95.6%</b> 2016/2017 <b>95.7%</b>	

## **OFSTED – November 2016**

The school's work to promote pupils' personal development and welfare is good.

Staff and governors are successful in ensuring that the school provides a safe and nurturing environment in which pupils can flourish and succeed. As a result, pupils are friendly, thoughtful and reflective.

Pupils behave well in lessons. They follow staff instructions quickly and are eager, attentive learners. Pupils settle promptly to their work and are supportive of each other in their learning.

Pupils understand the value of respectful, tolerant behaviour. They understand the school's traffic light system in detail. Pupils sign up to a 'behaviour wheel' and are encouraged to be good 'Lodge Farmers'. The impact of this work is evident in and around the school for the vast majority of pupils.

Leaders act swiftly and effectively to keep thorough information about pupils' behaviour and incidents of bullying or racist comments. Timely intervention regarding poor behaviour has a positive impact.

Pupils develop positive relationships at Lodge Farm Primary School. For example, they play an active and effective part in the school's work to prevent inappropriate behaviour. 'Peer mediators' work alongside members of school staff to identify and support pupils who are isolated or experiencing difficulty on the playground.

Pupils know how to stay safe in and out of school, including when using the internet. Pupils confidently told inspectors about e-safety and were keen to share their understanding, telling inspectors 'not to share personal details with anyone online' and 'to keep our passwords safe'. Teachers promote e-safety on a regular basis.

Pupils' attendance is high and they told inspectors that they enjoy attending school. School attendance staff are proactive in supporting families where attendance becomes an issue and they work positively with families and pupils to promote good attendance. Staff promote positive attendance well and celebrate high attendance, for example by awarding certificates.

The Head Teacher, Co-Headteacher and Senior Leadership have a clear vision of where the school needs to be and sets a clear direction for continued improvement in the school.

The school has a clear leadership structure comprising of the Head Teacher, Co HeadTeacher ( Currently teaching in EYFS ) along with 2 Assistant HeadTeachers

These key members of staff, along with the English lead make up the Senior Leadership Team.

There is a stable team of experienced teachers, teaching assistants and very effective support staff who make a significant contribution to the smooth running of the school.

The school benefits from large outside play areas on both EYFS, Key Stage 1 and 2.

See also:

School Prospectus

School Website ([www.lodgefarm.herts.sch.uk](http://www.lodgefarm.herts.sch.uk))

## **CURRENT SITUATION** - Standard procedures and processes of our school:

### **Gender:**

Resources are chosen for classroom use and for the library that have positive role models in terms of both sexes with no stereotypes. All staff throughout the school, including the Site Manager and Governors provide strong role models for both sexes.

Pupils can attend all clubs, regardless of gender. When recruiting staff, the school does not discriminate on grounds on gender, gender identity, sexual orientation or disability.

### **Race:**

The school works hard to provide a curriculum with culturally diverse aspects to reflect the diversity of the school population. We emphasise the need for respect for the varying values and attitudes of different ethnic groups. Assemblies sometimes concentrate on different religions and cultural themes including festivals and stories from other countries.

Racist Incidents are recorded in line with the Policy for Preventing and Dealing with Racist Incidents using the Integrated Bullying and Racist Incident Record. When such incidents occur, they are reported (names are not included) to the Governors on a weekly basis.

### **Religious Beliefs:**

All Key Stage 1 and 2 pupils attend the school's assemblies throughout the week, which are led by a variety of staff. We also encourage visitors to join us and lead us in our assemblies, including the local Bridge Builders group. The aim of our assemblies is to encourage children to develop positive attitudes to themselves and others. We expect all children to attend assembly. However, parents can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

At Lodge Farm, children and staff are permitted to wear jewellery on religious grounds such as a small object of religious significance, for example the Kara. We also permit children to wear head scarves.

### **Sexual Orientation:**

Lodge Farm Primary School makes sure that we do not discriminate in delivering any part of the school curriculum or extra-curricular activities. For example, we do not prevent a pupil from taking part in a residential school trip because s/he is, or is perceived to be, gay, or make a male pupil get changed for PE separately from the other boys because he is gay, or prevent a girl from being a member of the school council because she is a lesbian.

We aim to provide appropriate care and support for young people with their emerging identity. Behaviour and Anti-bullying policies contain specific reference to homophobic behaviour, with name-calling and homophobic bullying being treated as seriously as any racist incident.

### **Community Cohesion**

RE sessions provide insight into the different faiths of our community. Support for pupils for whom English is an additional language is provided by school staff and by the SENDCo. We encourage pupils to value diversity of all kinds in their peers, families and local community. SEAL work in classes focuses on good citizenship. The school has developed strong links with local schools and has supported a number of extracurricular activities.

## **ACCESSIBILITY, INCLUSION AND EQUALITY OF OPPORTUNITY**

We do not discriminate against any member of the school community, on the grounds of their age, gender, race, ethnicity, religion or sexual orientation. This covers both direct and indirect discrimination. We are equally committed to removing barriers to access to the curriculum, information and the physical environment for members of the school community with disabilities.

For further information on admission, uniform and curriculum guidance please refer to relevant policies.

## **THE LEGAL BACKGROUND**

This section summarises the general duties that underpin our scheme.

General duties

Race - Race Relations Amendment Act 2000

Lodge Farm Primary School has a statutory duty to promote race equality with due regard to the need to:

Eliminate unlawful discrimination

Promote equality of opportunity; and

Promote good relations between people of different racial groups.

Disability - Disability Discrimination Act 2005

Lodge Farm Primary School has a statutory duty to carry out its functions with due regard to the need to:

Promote equality of opportunity

Eliminate unlawful discrimination

Eliminate disability-related harassment

Promote positive attitudes towards disabled people

Encourage disabled people's participation in public life

Take steps to take into account people's disabilities

At Lodge Farm Primary School, 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.

## **Gender - Sex Discrimination Act as amended by the Equality Act 2006**

Lodge Farm Primary School has a statutory duty to promote gender equality with due regard to the need to:

Eliminate unlawful sex discrimination; and

Promote equality of opportunity between women and men, girls and boys, sexuality and gender identity, specific duties for disability, race and gender.

In addition to each general duty, there are specific duties that ask that schools outline how they intend to implement the general duty. All the specific duties have informed the structure of this Single Equality Scheme.

We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

In addition to addressing the general duties as outlined above, Lodge Farm Primary School is committed to taking action on other equality strands (e.g. religion and belief, sexual orientation and community cohesion).

## **Religion and Belief - The Equality Act (Religion and Belief) 2006**

The Act sets out provisions to protect individuals against discrimination on grounds of religion or belief, including lack of religion or belief. These provisions extend to the delivery of education and other services by schools. Responsibility for upholding the law in maintained schools lies with the governing body of Lodge Farm Primary School.

Lodge Farm Primary School is committed to treating pupils, staff and parents equally, and not subject them to any detriment, irrespective of their religion or belief – or lack of it. These duties are considered in:

Admissions  
Exclusions  
Education  
Benefits, facilities and services

Lodge Farm Primary School works closely with local schools and these activities are also covered by the Equality Act. These include out of school-hours learning and procured services for children and adults without any element of educational development and community use of school facilities.

### **Sexual Orientation - The Equality Act (Sexual Orientation) Regulations 2007**

The regulations make it unlawful to discriminate on the grounds of apparent or perceived sexual orientation when goods, facilities and services are being provided.

These provisions extend to the delivery of education and other services by schools. Responsibility for upholding the law in maintained schools lies with the governing body.

Lodge Farm Primary School is committed to providing all children with the opportunity to learn in a safe environment, free from discrimination.

Lodge Farm Primary School will:

Treat bullying on the basis of sexual orientation as seriously as bullying on grounds of race, gender or disability.

Ensure that pupils have equal access to schooling - and the benefits, facilities or services provided at school - irrespective of their sexual orientation or that of their parents.

### **Community Cohesion - Education and Inspections Act 2006**

Lodge Farm Primary School is committed to carrying out the duty to promote community cohesion.

All groups are making appropriate progress within the school, no significant gaps are identified.

We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DCSF guidance in:

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.

Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Action relevant to disability, gender, race, religious beliefs, sexual orientation and community cohesion is specifically identified in the action plan.

### **ROLES AND RESPONSIBILITIES**

A commitment to deliver our Equality Scheme actions through the relevant chain of responsibility.

The governing body of Lodge Farm Primary School, supported by the Head Teacher, Co- Head Teacher and staff, is responsible for ensuring the implementation of this scheme.

The Head Teacher and Co- Head Teacher retain overall responsibility for ensuring that the action plan is delivered effectively.

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

**Particular roles:**

Integrated Equality Scheme Helen Turner (Head Teacher) Sue Padfield (Co Head Teacher )

Sue Padfield (SENCO/INCO)

Lindsey Butterworth (Chair of Governors)

Disability Equality Sue Padfield (SENCO/INCO)

Gender Equality (including gender identity) Sue Padfield (SENCO/INCO)

Race Equality Sue Padfield (SENCO/INCO)

Sexual Orientation Sue Padfield (SENCO/INCO)

Religion and Belief Sue Padfield (SENCO/INCO)

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on the grounds of sexual orientation or gender identity, including supporting the school to prevent the use of derogatory language, any forms of social exclusion and to challenge gender stereotyping.

**Scheme reviews:**

The implementation of this scheme will be monitored within mainstream policy and other review processes.

The scheme will be updated at least annually following an impact assessment, with the whole scheme being reviewed at least every three years.

**Publishing:**

We will publish this scheme, plus an annual update consisting of impact assessment results, progress made, refinements and amendments plus new actions. There will be a full-scheme review every three years in which we will make proposals for future 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, Co-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

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.

Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.

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.

### **Existing Targets:**

- To provide disabled use toilets - [MET](#)
- Arrange for an external accessibility audit - [MET](#)
- No significant difference in achievement of all groups.
- To support registered disabled member of staff - [MET](#)
- To clearly identify and signpost a disabled parking bay. - [MET](#)

### **Achievements to date:**

Accessible disabled toilets fitted for staff and children's use within the main foyer area, this was completed in September 2015

From October 2014 alarm fitted in the disabled toilet.

PEP in place for disabled member of staff in the event of an evacuation. Specialist chair in place for this member of staff. (Staff member has retired since this scheme was written)

Disabled parking space is now identified and clearly signposted as a recommendation following the audit.

Sound Field System installed for children with hearing impairments.

Data Dashboard shows the following strengths and weaknesses:

*Attainment of disadvantaged KS1 and KS2 Pupils in reading and maths is above average.*

*The weakness was girls progress in writing and maths.*

### **New Targets set February 2017:**

- To narrow the gap of girls' progress in writing and maths

### Midpoint evaluation: September 2017

SIMS data July 2017 shows that this target is currently being achieved with the exception of Year 2 ( Current Year 3) Year 4 Current Year 5 and Year 5 writing ( current Year 6)

- All SEND learners make at least minimum sufficient progress each academic year.

### Midpoint evaluation: September 2017

SIMS data July 2017 shows that this target is currently being achieved with the exception of writing in Year 3 (current Year 4) and Maths in Year 5 (Current Year 6) NB Despite the discrepancy, all highlighted groups are making GOOD progress across their relevant Key Stage

- To increase visitors from a range of faiths and backgrounds to talk to the children
- Translation service available for written resources

New Target set September 2017:

- Ensure consultation with families, children and staff with disabilities
- Review Behaviour policy to ensure equal access and opportunities for all learners

Next Review: September 2018