



# The Abbey CE VA Primary

## School Equality Scheme

**Review date spring 2023**

**Next review date spring 2026**

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## VISION STATEMENT

We learn, we care, we achieve.

## OUR VALUES

In the education of children at the Abbey School, we value:

- ❖ the Christian ethos of the school within the Anglican tradition;
- ❖ the individuality of each child within the school community;
- ❖ the right of every child to the best quality education within a safe, secure and supportive learning environment;
- ❖ the importance of teaching children to become responsible and caring citizens in the 21<sup>st</sup> century.

## THE AIMS OF OUR SCHOOL

- To create a positive and dynamic learning environment where children can develop intellectually, morally, spiritually, creatively and physically;
- To plan a broad, challenging and differentiated curriculum, which provides opportunities for every child to learn and achieve;
- To help each child to develop a lively, imaginative and enquiring mind and to become an independent learner and thinker;
- To provide lifelong learning skills, including ICT, for life in a rapidly changing world.
  
- To provide opportunities for children to contribute responsibly to the life of the school and the wider community;
- To encourage a caring and considerate attitude for others;
- To teach children to respect the rights, values and beliefs of all people through the Christian ethos of the school;
- To teach awareness of environmental and global issues and engender a responsible attitude towards preserving the environment;
  
- To build a constructive partnership with parents;
- To enable each child to acquire good working habits, self-discipline, motivation and self-esteem;
- To encourage children to develop healthy life styles through diet and exercise;
- To prepare children to approach the next step in their education with confidence and an expectation for the future.

At the Abbey School we are committed to ensuring equality of education and opportunity for all pupils, staff and those receiving services from the school. We constantly aim to provide a culture of inclusion and diversity in which people feel free to disclose their disability and celebrate the diversity of experience that our community brings. We welcome differences and celebrate different cultures, respecting the needs of the individual, the group and the school community as a whole. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible to all pupils. At the Abbey School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We also seek to extend the understanding of our pupils in order to prepare them for an adult life in a multi-cultural and diverse society, which may be more diverse than our own local community at the present time. We may visit other schools and establishments with a more diverse community and invite visitors into our school to describe their own faiths, beliefs and ways of life. We will encourage positive attitudes towards disabled people and this will include visitors with a disability sharing their experiences with the pupils. The pupils in our school are taught to respect all visitors and approach these opportunities with a real spirit of enquiry.

## **Foreword**

The governing body of the Abbey School is therefore pleased to publish its third Equality Scheme. In developing this scheme, we have been able to identify and record the progress we have made in achieving equality and tackling discrimination and come to a better understanding of the challenges still to be tackled. We will ensure that this Equality Scheme is effectively implemented and scrutinised in order that we meet the obligations placed upon us by the relevant Acts.

We intend to use it to make tangible improvements to our school leading to a positive change to the lives of all members of the school community and those who use its facilities. This will be a continuous process and will be undertaken in partnership with our pupils, their parents and carers, and our community. We thank those involved in developing the scheme and commit to working together to achieve equality within our school.

## 2: School Context

The characteristics of our school as at 17.1.2023

| Characteristic                                     | Total | Breakdown (number and %)  |
|--|-------|---|
| Number of pupils                                   | 175   | 90Female (51%)<br>85 Male (49%)   |
| Number of staff                                    | 23    | 87% Female 13% Male   |
| Number of governors                                | 10    | 5 Female (50%) 5 Male (50%)   |
| Religious character                                |       | Church of England   |
| Attainment on entry                                |       | Above National Average  |
| Mobility of school population                      |       | 8%  |
| Pupils eligible for Pupil Premium                  | 11    | 6%  |
| Deprivation factor                                 |       | 5.25 (IMD Score)  |
| Disabled staff                                     | 0     |   |
| Disabled pupils                                    | 0     |   |
| SEN with EHC Plan                                  | 3     |   |
| BME pupils   |       | 40  |
| BME staff  |       | 8   |
| Pupils who speak English as an additional language | 31    | 148%  |
| Average attendance rate                            |       | 96%   |
| Significant partnerships, extended provision, etc. |       | Extended School Consortium<br>Secondary School Sports Partnership<br>University of Hertfordshire partnership<br>St Albans School Partnership<br>Wide range of out of school hours clubs - a.m. and p.m.<br>St Albans Headteacher and Deputy Consortium<br>St Albans Teaching Hub<br>Chiltern Teaching School hub  |
| Awards, accreditations, specialist status          |       | Ofsted Good Sept. 2019<br>RE Section 48 inspection 'outstanding' May 2018<br>Woodland Trust Gold Award June 2023<br>Sun Safe Schools Award June 2023<br>St Albans Sustainability Award 2023<br>RSPB Wild Challenge Award May 2023<br>Achieved a certificate of participation from an initiative set up by the Dyslexia-SpLD (specific learning difficulties) Trust for Continuing Professional Development and Supporting Learners with Dyslexia-SpLD and Literacy Difficulties Summer 2016 |

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## 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 (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

#### **Disability**

Inclusion is a strength of the school. Through our rigorous monitoring system, we track all pupils and adjust the provision accordingly.

We have worked hard to ensure the school is accessible, though we are constrained by the physical layout of our buildings and grounds, and by our location in a strictly controlled conservation area.

There are very few pupils with a declared disability in the school. In order to raise general levels of awareness, and equip pupils with confidence and appreciation of the diverse communities in which they live, we actively encourage visitors and organisations to share their experiences with the children.

We have good links with a range of pre-school settings and a comprehensive induction process to ensure that the school is aware of any disabilities and can prepare to adapt the curriculum to individual children's needs wherever possible before the child begins school.

All prospective pupils and parents are invited to attend an introduction event, led by the headteacher, and time is made following this event to discuss any concerns or particular needs of future pupils. The school's aim is to work with parents to provide the best possible environment for their child, working collaboratively to address specific issues of support, staff training and wider awareness raising to ensure that every child thrives and fulfils his or her potential. The introduction process has enabled us to meet the needs of our pupils on a case by case basis, and complements the wider work we are doing.

At Abbey 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.

**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.

- Total commitment to inclusion and equal opportunities for all pupils
- Careful tracking of progress for vulnerable pupils
- Strong partnership with parents working together to improve outcomes for pupils and develop the school

- Partnerships with other schools
- Use of school premises for local community groups
- Commitment to sustainability and development of awareness of global issues
- Fund raising for communities in the wider world

## Gender

We ensure that children have access to a broad and balanced curriculum which reflects the interests of both genders. In addition we provide a very wide range of extra curricular activities. Care is taken to challenge gender stereotypes; both genders are encouraged to join in all activities.

We carefully monitor achievement and behaviour according to gender to ensure that no group is at a disadvantage. Should a discrepancy arise, the curriculum would be adjusted accordingly.

## Race

We aim to ensure that all our pupils experience a range of cultures as part of the general curriculum, particularly through literature, humanities and the arts. We encourage contributions from different ethnic and faith backgrounds within the school community, and also arrange for the pupils to experience cultures other than their own through the use of visits and visitors and through supervised use of the internet.

# 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 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 6 months, 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/Chair of Governors |
| Disability equality (including bullying | Headteacher/Chair of Governors |
| SEN/LDD (including bullying incidents)  | Headteacher/Chair of Governors |

|  |                                |
|--|--------------------------------|
| Accessibility                                  | Headteacher/Chair of Governors |
| Gender equality (including bullying incidents) | Headteacher/Chair of Governors |
| Race equality (including racist incidents)     | Headteacher/Chair of Governors |
| Equality and diversity in curriculum content   | Headteacher/Chair of Governors |
| Equality and diversity in pupil achievement    | Headteacher/Chair of Governors |
| Equality and diversity – behaviour and         | Headteacher/Chair of Governors |
| Participation in all aspects of school life    | Headteacher/Chair of Governors |
| Impact assessment                              | Headteacher/Chair of Governors |
| Engagement /Stakeholder consultation           | Headteacher/Chair of Governors |
| Policy review                                  | Headteacher/Chair of Governors |
| Communication and publishing                   | Headteacher/Chair of Governors |

### **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.

### **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 of assessment results, progress made, and new actions on the school website and via newsletters. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

### **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
- 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

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- 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

# 5: Engagement

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## Involving our learners, parents/carers and others

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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. Pupils, staff, parents and governors have been consulted in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

Consultation is through:

- Parent led surveys

- Open forums and individual discussions

### **Gender**

The analysis of achievement data is carried out by the Headteacher in partnership with the class teachers and Senior Leadership Team.

### **Race**

The evaluation of data regarding the teaching and learning of cultural diversity is carried out by the Headteacher and SLT and overseen by the Curriculum and Standards Committee (Governors).

### **Community cohesion**

The evaluation of community cohesion will be carried out by the Headteacher with the SLT and the Governing Body.

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.

## 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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#### **Impact assessment statement**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

#### **Monitoring and Reporting**

Our objective is to monitor the impact of the actions taken to ensure that our school environment is free from discrimination or harassment and that it achieves diversity both as a service provider and as an employer. The monitoring of the actions outlined in the action plans will be in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced which outlines the progress of the Equality Scheme and assesses the implementation of the action plans for effectiveness. This report will be circulated by the Headteacher to Governors and staff, and the findings will be used to improve the Equality Scheme and feed into future practice.

As part of the review of our scheme, we will:

- revisit the information that was used to identify the priorities for the scheme;
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will determine how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve all pupils, staff and parents; and
- be based on information that the school has gathered.

# 7: Our School's Equality Objectives

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Key priorities for action

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## **Achievements to date:**

### **Disability**

Installation of disabled toilet – Summer 08  
Sound system installed in Reception class to support hearing impairment.  
Autism awareness raising talks in Year 4.

### **Gender**

Very little achievement gaps between genders  
Good uptake of extracurricular activities – not gender biased

### **Race**

Cultural and racial diversity valued through curriculum, assemblies and all school activities.  
Visitors from diverse ethnic, cultural and faith groups encouraged.  
Multicultural links made through the creative curriculum

### **Other**

Vision statement recently reviewed  
Improved tracking of vulnerable pupils and pupils on the special needs register  
Increased LSA support for pupils with special educational needs  
Religious education focus day with programme of visitors from all major world faith including parents.  
Strong community links with St Albans Cathedral  
Low incidents of bullying  
Very low incidents of racism  
Allegations and incidents of racism or bullying are dealt with promptly inline with school policies  
Children feel safe in school  
Thorough procedures for CRB checks – 'five star' award for Single Central Record  
Active School Council, Faith Council and Green Council

### **Objective Setting**

Our equality objective-setting process has involved gathering evidence from stakeholders via a parent led consultation period. The findings, along with progress and attainment data from vulnerable groups, were then discussed by staff and the full governing body to refine the objectives.

## List the equality objectives:

| Equality Objectives   | Protected Characteristic  |
|---|---|
| <b>1. To publish/promote the Equality Plan through the school website, newsletter, staff and parent meetings.</b>   | <ul style="list-style-type: none"> <li>• <i>disability</i></li> <li>• <i>ethnicity and race</i></li> <li>• <i>gender</i></li> <li>• <i>religion and belief</i></li> </ul> |
| <b>2. Continue to monitor and analyse pupil achievement and involvement by race, gender and disability and act on any trends or patterns in the data that require additional support.</b>               | <ul style="list-style-type: none"> <li>• <i>disability</i></li> <li>• <i>ethnicity and race</i></li> <li>• <i>gender</i></li> <li>• <i>religion and belief</i></li> </ul> |
| <b>3. Anticipate the needs of new pupils to the school and support them with the transition.</b>  | <ul style="list-style-type: none"> <li>• <i>disability</i></li> <li>• <i>ethnicity and race</i></li> <li>• <i>gender</i></li> <li>• <i>religion and belief</i></li> </ul> |
| <b>4. Continue to support children with SEN, including Dyslexia, through staff training, information and support for parents, early identification and 'Dyslexia Friendly' whole school approaches.</b> | <ul style="list-style-type: none"> <li>• <i>disability</i></li> </ul>   |
| <b>5. To ensure that the school environment and curriculum promote Inclusion in terms of race, gender, disability and faith.</b>  | <ul style="list-style-type: none"> <li>• <i>disability</i></li> <li>• <i>ethnicity and race</i></li> <li>• <i>gender</i></li> <li>• <i>religion and belief</i></li> </ul> |

## 8: Setting Equality Objectives Action Plan

| Equality Objectives  | Protected Characteristic  | Responsibility                  | Measurable success Indicator                       | Timing   | Review date |
|--|---|---------------------------------|--|----------|-------------|
| <b>To publish/promote the Equality Plan through the school website, newsletter, staff and parent meetings.</b> | <i>disability</i><br><i>ethnicity and race</i><br><i>gender</i><br><i>religion and belief</i> | Head teacher/<br>Governing Body | Monitored through surveys and parent consultation. | Annually | Summer 2017 |

|   |   |   |   |        |   |
|---|---|---|---|--------|---|
| <b>Continue to monitor and analyse pupil achievement and involvement by race, gender and disability and act on any trends or patterns in the data that require additional support.</b>              | <i>disability</i><br><i>ethnicity and race</i><br><i>gender</i><br><i>religion and belief</i> | Head teacher/ SLT                         | Progress and attainment data from Assessment Manager 7  | Termly | Autumn 2016<br><br>Spring 2017<br><br>Summer 2017 |
| <b>Anticipate the needs of new pupils to the school and support them with the transition.</b>   | <i>disability</i><br><i>ethnicity and race</i><br><i>gender</i><br><i>religion and belief</i> | Head teacher/<br>Class teacher            | Progress and attainment data from Assessment Manager 7  | Termly | Autumn 2017                                       |
| <b>Continue to support children with SEN, including Dyslexia, through staff training, information and support for parents, early identification and 'Dyslexia Friendly' whole school approaches</b> | <i>disability</i>   | Head teacher/<br>SENCO/<br>Governing Body | Progress and attainment data from Assessment Manager 7<br><br>IEP targets<br><br>Inclusion Register | Termly | Autumn 2017                                       |
| <b>To ensure that the school environment and curriculum promote Inclusion in terms of race, gender, disability and faith.</b>   | <i>disability</i><br><i>ethnicity and race</i><br><i>gender</i><br><i>religion and belief</i> | Head teacher/<br>Governing Body           | School Councils feedback on curriculum<br><br>Teacher Assessment                                    | Termly | Summer term 2017                                  |

For further information or copies of this document, or if you would like the document in another format, such as enlarged print, please contact the school office: 01727 851802 or email [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk)