

# **Tring School Equality Scheme**

This Scheme has been produced following the guidelines and template provided by Herts Standards and School Effectiveness Team with reference to Equality Act 2010 (as amended) and SEND Code of Practice 2014 and is supported by our Equality and Accessibility Policies. Our Leadership Team was provided with personalised training before collaboratively compiling our Scheme.



## **Vision and Values**

### Aims of Tring School

True to our motto - Live to learn - Learn to live - Tring School aims to create:

- \* a tolerant community in which all feel  
safe  
supported  
accepted and valued  
regardless of their gender, race, disability or other protected characteristics
- \* an active community which provides equal opportunity for all  
to be involved  
to grow  
to develop their ability to the full
- \* a vibrant community which stimulates and encourages  
a love of learning  
self-discipline and mutual respect  
pride in achievement
- \* a developing community which recognises that  
learning is lifelong  
we are part of a wider community  
each individual has a role to play

We seek to achieve these aims by:

- \* offering broad and balanced educational, cultural and social experiences for the whole school community
- \* providing an orderly, secure, accessible and pleasant environment
- \* building successful partnerships through open and honest communication
- \* celebrating success and learning from failure.

### **Our Motto is:**

**Live to learn - Learn to live**

**In our school we value -**

- \* ourselves and others
- \* the opportunity to learn
- \* the environment which we share
- \* the community in which we live

We are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, disability, ethnicity and race, gender, gender identity and reassignment, pregnancy, maternity and breastfeeding, religion and belief or sexual orientation. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Our Christian values are reflected in our students:

### **Wisdom – Successful learners**

Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God, who is the source of all life and all values.

### **Hope – Confident individuals**

Christian hope means trusting in the loving purposes of God: trusting that the foundations of the world are good because they spring from God. It means believing that, ultimately, we are destined to share in that goodness because of what Jesus has done.

### **Koinonia (Community) – Responsible Citizens**

*Koinonia* means 'that which is in common' and is often translated as 'fellowship' or 'community'. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The same message is found in Paul's image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of the others and each depends upon everyone else.

## **School Context**

### **A converter Academy with a Christian ethos.**

As a traditionally Voluntary Controlled School we have strong links with the local churches, and Christian values underpin our ethos.

### **Social and Economic background**

- a) The school serves the small market town of Tring and the surrounding villages.
- b) The intake reflects a largely middle class area with many 'commuting' parents.
- c) Support for and interest in the education of their children is very high among the majority of parents, as is their level of expectation

- (attendance at consultation and other events, in house questionnaires).
- d) The majority of our students are White British (92%) with the next significant group being White Other (2%).
  - e) The percentage of Pupil Premium is under 10%.
  - f) Student mobility is low.

### **Attainment on Entry**

- a) Standards of achievement on entry are generally above average yet great variability in ability has been identified in some of our present year groups.
- b) The percentage of students with special educational needs is well below the national average while the percentage of those with statements is below the national average.
- c) The percentage of students whose first language is not believed to be English is low.

### **Community links**

Partnership with other local groups such as Friends of Tring Church Heritage, Tring Museum and Local History Society and the Walter Rothschild Museum.

### **Enhancement Provision**

Tring has many learning features which go beyond the classroom

### **Current situation**

#### **The standard procedures and processes of our school – disability**

- a) The school has an accessibility plan which drives ongoing changes and adaptations of the school site to allow greater access for students and staff (i.e. adjustable height working spaces in practical areas, installation of a hoist in the pool area, laptops & specialist software, installation of three lifts, serviceable ramps to most areas).
- b) The Special Educational Needs policy (in line with the SEND Code of Practice 2015) incorporates the needs of students with a range of disabilities including access to the curriculum and specialised support from outside agencies e.g. Speech, Hearing and Physical and neurological impairment services, specialist teacher support.
- c) The school provides support for personal care (where outlined in an EHCP) and support on school trips including residential.
- d) Parents of students with disabilities are kept informed with regular personal contact from the SENCO and the Learning Support Department.
- e) The Learning Support Department raises awareness of barriers to learning and involves students in supporting peers with disabilities and learning difficulties across all phases.

- f) Familiarisation visits to the school are arranged prior to induction day and Yr7 transition for students identified as needing significant additional support.
- g) After the completion of examinations in Yr11, Familiarisation Visits to Further Education Institutions are organised for those students who will be leaving Tring School and have been deemed as vulnerable, have SEN or a disability, in accordance with SENDA Code of Practice 2014 and Equality Act 2010 as amended.
- h) School data and interventions offered are analysed carefully to ensure maximum advantage to all student groups (please see the SENCO if you would like clarification).
- i) The Hearing Impairment and Diabetic Support group meets regularly External professionals and visitors are invited.
- j) Regular escorted visits offsite for familiarisation in town and for shopping take place.
- k) Mobility awareness training is organised for visually impaired students with an introduction to Guide Dogs For The Blind input to encourage facilitation.
- l) Specific visual and audio logical resources including ICT software is prepared and provided for students with a range of impairments at appropriate levels across the curriculum and key stages.
- m) Lunch Lounge is organised daily for students who find interaction during unstructured time difficult.
- n) Breakfast Club is offered to PP students, but open to all.

### **The standard procedures and processes of our school – gender**

- a) This is a co-educational school and this is reflected in our school's admissions policy.
- b) All areas of the school's curriculum are accessible equally to boys and girls.
- c) The school scrutinises student performance, attendance, detentions and exclusions by gender, to detect trends and address any issues.
- d) School data and interventions offered are analysed to ensure maximum advantage to all student groups – race/gender, learning difficulties and disabilities.

### **The standard procedures and processes of our school – race**

- a) The school recognises that its student population and the area it is situated in is not culturally diverse. This is addressed through the school's Lifeskills programme.
- b) This is a multi-racial school and this is reflected in our school's admissions policy.
- c) All areas of the school's curriculum are accessible to all students.
- d) The school has clear guidelines on how it will deal with incidences of racist behaviour.
- e) The school reports termly to the LA regarding racist incidents – one

- leadership team member has overall responsibility of monitoring this.
- f) The school scrutinises student performance by race, to detect trends and address any issues.

## **The standard procedures and processes of our school – community cohesion**

### **Teaching, Learning and Curriculum**

- Teaching and curriculum provision supports high standards of attainment, promotes common values and builds understanding of the diversity that surrounds them. Refer to the Teaching and Learning Policy for further detail.
- Lessons promote common values and help students to appreciate differences and challenge prejudice and stereotyping, eg specific Life Skills sessions.
- A programme of curricular based activities where fieldwork, visits and meetings promote interactions with members of different communities includes: World Challenge, Biology and Geography fieldtrips, debating competition, Fair Trade, AMA competitions with other schools, West Herts College, Humanities linked projects such as KS5 History producing aural records from the elderly at Emma Rothschild Court, working with Tring Churches Together and morning prayers and a range of musical activities and events.

### **Equality and Excellence**

- To ensure high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status. To quote the school motto, 'Live to Learn, Learn to Live'.
- Effective approaches to deal with, and monitor, incidents of prejudice, bullying and harassment. Refer to the appropriate policies for further detail.
- Admission arrangements that promote community cohesion and social equality eg KS2/3 transition, primary school visits, work shadowing, induction, SEN visits, Open Evening.

### **Engagement, extended services and ethos**

- Providing opportunities for children, young people, their friends and family to interact with others who have a variety of different perspectives eg:

**School based engagement** such as Year 13 UCAS interview preparation with local business people, Holocaust Speaker, assembly programme, charity and fundraising events, Year 12 Work Experience, Year 7 Skills Day, Enterprise Days for 10/11/, Extended Learning Days, Tring Youth Town Council, School Travel Plan, School Council, Tring Tornados Football Club, RE Mothers Union

Strong links and multi-agency working between the school and other local agencies such as Connexions, youth support service, the police and social care and health professionals; and **Engagement with parents** through curriculum information evenings, Life Skills evenings, subject evenings, parent and child courses.

## **Legal Background**

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand our General Duty under the Equality Act 2010 (as amended) and SEND Code of Practice 2015.

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 the Equality Act 2010 (as amended) and the SEND Code of Practice 2015.
- Set every three years one or more specific measurable equality objective/s that further the aims of the equality duty.

## **Protected Characteristics**

The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Marriage & civil partnership (for staff only)
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation



## **General duties**

Under the Equality Act 2010 (as amended) and SEND Code of Practice 2015 the school recognises it has a statutory duty to carry out our functions with due regard and to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children looked after and their carers
- Children and/or staff, who are gay or lesbian,
- Students who are pregnant or have just given birth
- Students or staff undergoing gender reassignment

## **Disability**

We have a statutory duty to carry out our 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

## **Ofsted Inspection January 2014 – Good**

*The provision for disabled students and those who have special education needs is very well managed and these students make good progress.*

## **Gender**

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys.

## **Race**

We have 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.

## **Community cohesion duty**

In addition to addressing the duties outlined above, our school is committed to working hard to meet the duty to promote community cohesion. 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 in providing:

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

## **Ofsted Inspection January 2014 – Good**

*The progress of students who speak English as an additional language and those from minority ethnic backgrounds is above average, and they achieve well*

## **Roles and Responsibilities**

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

The school operates equality of opportunity in its day-to-day practice in the following ways:

### **Teaching and learning**

We aim to ensure that all pupils have access to a broad and balanced curriculum with the opportunity to succeed, and to reach the highest level of personal achievement.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability, gender identity and reassignment, religion and belief, sexual orientation.

Exclusions are based on the school's Behaviour Policy.

### **Equality and staff**

Equality of opportunity on grounds of age, gender, race, disability, sexual orientation, gender re-assignment and faith or religion, pregnancy,

maternity or breastfeeding is afforded when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

*See the school's Equality Policy 2016*

#### Commitment to implementation

Headteacher – Sue Collings - retains overall responsibility for ensuring that the Equality Objectives are delivered effectively.

Leadership will report to the Headteacher on actions and progress as part of the Whole School Plan Review.

Leadership Team will report annually on equality and diversity to the Governing Body.

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>
Single equality scheme	Headteacher - SC
SEN	SENCO - GR
Accessibility and Accessibility Plan	Business Director - RG
Equality and diversity - curriculum	Assistant Headteacher - NB
Equality and diversity - pupil achievement	Assistant Headteacher - IR
Equality and diversity – behaviour and exclusions	Director of CPD and Pastoral Leader - LM
(including)	
Participation in all aspects of school life	Assistant Headteacher - AJD
Impact assessment	Headteacher - SC
Stakeholder consultation	Director of CPD and Pastoral Leader - LM
Policy review	Chair of Governors
Communication and publishing	Headteacher - SC

#### Commitment to review

The school Equality Scheme will be aligned with the Accessibility Plan and School 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 three years.

#### Commitment to publish

At Tring School we are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish (via website, minutes and newsletters) a summary document, plus an annual update

consisting of impact assessment results, progress made, refinements, amendments and new actions. 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:**

- |  |   |
|--|---|
| Policy Development Policy Implementation | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> </ul> |
| Behaviour                                | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and students</li> <li>• Congratulate examples of good practice from the school and among individual managers, staff and students</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and hate incidents</li> </ul>   |
| Public Sector Duties                     | <ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the Academy)</li> </ul>   |

##### **Headteacher and Leadership Team will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult students, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all students, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and students</li> <li>• Highlight good practice from departments, individual managers, staff and students</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and hate incidents</li> </ul>         |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>   |

### **Line managers will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"><li>• Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li></ul>  |
| Policy Implementation | <ul style="list-style-type: none"><li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li><li>• Be accountable for the behaviour of the staff team, individual members of staff and students</li><li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li></ul> |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave in accordance with the school's policies, leading by example</li><li>• Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)</li></ul>  |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to managing the implementation of the school's equality scheme</li></ul>  |

### **All staff: teaching and support will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"><li>• Contribute to consultations and reviews</li><li>• Raise issues with line managers which could contribute to policy review and development</li></ul>  |
| Policy Implementation | <ul style="list-style-type: none"><li>• Maintain awareness of the school's current equality policy and procedures</li><li>• Implement the policy as it applies to staff and students</li></ul>   |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme</li><li>• Provide a consistent response to incidents, e.g. bullying cases and hate incidents</li><li>• Promote positive attitudes towards diversity in society</li></ul> |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to the implementation of the school's equality scheme</li></ul>   |

*See the school's Equality Policy 2016*

## **Engagement – Participation and Involvement**

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. We will involve staff, students, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

Consultation (and impact measurement) tools will include;

- Parents Questionnaire
- Parent View
- School Council
- Staff Meetings
- Life Skills Programme
- Parental questionnaires
- Staff Opinion Survey
- Evaluations forms
- External Companies to carry out independent audits of our work
- Exit Interviews conducted by Governors
- Governors committees
- School Website

## **Impact Assessment**

Equality Impact Assessment statement (EIAs)

EIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- 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.

## **Commissioned services (procurement)**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

All school policies will be equality impact assessed at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the Governors every summer term.

## **Our School's Equality Objectives**

We continue to develop our self-evaluation techniques; having a thorough understanding of the school's strengths and weaknesses based on rigorous evaluation of evidence is essential if we are to move forward and plan effectively. While we have made much progress on this issue in recent years we continue to refine procedures and to create the necessary open learning culture.

Our Equality objectives are in line with the School Plan and Accessibility Plan.

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

- Collecting information through Parental Questionnaires
- Listening to students' views through the School Council
- Listening to the views of staff through consultations and staff opinion survey
- RAISEonline data
- Ofsted report
- Racial, hate and bullying incidents reports

## Equality Objectives Action Plan:

Equality Objectives	Protected Characteristic	Measurable Success Factor	Timing	Review Date
Continue to reduce the gender gap in attainment at GCSE	Sex and Gender	Results similar between boys and girls	Summer 2017	Autumn 2017
Continue to reduce the number of bullying incidents, particularly cyber-bullying	All	Successful Feedback from parents and Heads of House	Autumn 2016/17	Autumn 2017
Continue to raise attainment in middle ability boys	Sex & gender	Improved Results/ Data reports	Autumn 2016	Autumn 2017
Continue to encourage more girl high achievers	Sex & gender	Improved Results/ Data reports	Autumn 2016	Autumn 2017
Continue to narrow the gap in performance of vulnerable groups, ie Pupil Premium, FSM, School Action	All	Improved Results/ Data reports	Autumn 2016	Autumn 2017
Continue with appropriate and flexible curriculum for all students in line with SENDA Code of Practice 2014, in particular expand vocational and academic opportunities for both Post -16 students	All	Continue to increase Sixth Form Roll	Autumn 2017	Autumn 2017

See also the school's *Accessibility Plan (September 2014 – August 2017)*

[Accessibility Plan](#)