

Mandeville Primary School

Equality Scheme



"Respect for All, Learners for Life"

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Staff Roles and Responsibilities

In this Equality Scheme, the title Headteacher refers to Miss Kara Hales, the title SENCo refers to Mrs Fleur Lawrence, and the title Deputy Headteacher refers to Mrs Joanne Bishop.

1: Vision and Values

Our equality vision and the values that underpin school life

MANDEVILLE PRIMARY SCHOOL VISION STATEMENT

“Respect for All, Learners for Life”

At Mandeville Primary School, we recognise that education involves children, parents/carers, staff, governors, the community and the local authority. For optimum benefit, all should work closely together to support the process of learning.

The Public Sector Equality Duty (PSED) consists of three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

With these in mind, working in partnership, we aim to:

- provide an inclusive, supportive, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to be adaptable and to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live, and promote community cohesion;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

This vision statement links to promoting equality and tackling discrimination and promotes British Values, which are embedded throughout the curriculum and reinforced with democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Please see [school website](#).

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Characteristic	Total	Breakdown (number and %)
Number of pupils	318	Number and % Female 146 (46%) Number and % Male 172 (54%)
Number of staff	54	98% Female (53) 2% Male (1)
Number of governors	14	86% Female (12) 14% Male (2)
Religious character	None	
Mobility of school population		Transfer to secondary school, emigration, school transfer, mid-year transfer, transfer to special needs school
Pupils eligible for FSM	43	
Deprivation factor	0.1	
Disabled staff	None	
Disabled pupils (SEN/LDD)	2	EHCP
Disabled pupils (no SEN)	None	
BAME pupils	34	
BAME staff	0	
Pupils who speak English as an additional language	27	
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Birchwood Schools Sports Partnership, Aspects Family Support
Awards, accreditations, specialist status		Early Years Quality Standard, School Games Gold Mark Award, National Healthy School Status, ICT Mark, Eco-Schools Green Flag Award, Modeshift STARS Platinum Travel Award

School Context Characteristics

- Mandeville Primary School is located in Sawbridgeworth, which is in East Hertfordshire.
- It currently has 318 pupils on roll in seven year-group classes and a Nursery.
- Most pupils live within Sawbridgeworth and therefore the school's intake reflects the diversity of the local area.
- Mandeville is well respected for its inclusivity and success at meeting the needs of all pupils, including those with special educational needs and disabilities. The school has proportionally more pupils with an Education, Health and Care (EHC) plan than any other school within the Bishop's Stortford Consortium of 21 schools.
- Overall attendance for 2024-2025 (94.5%) was close to the national average (94.9%). The rate of persistent absence (13.6%) was also close to the national average (14.3%).

- The community is stable with only small numbers of families moving away from the area. There is greater pressure from people moving into Sawbridgeworth requiring school places. As a result, Mandeville took an additional Reception class in September 2014. The school is currently going through an expansion programme and welcomed two Reception classes in September 2023 and is doing so every subsequent year.
- Most of the children feed into the local secondary school (Leventhorpe), which also enjoys an excellent reputation.

School's Aims and Values

- Mandeville Primary School provides an inclusive, caring and supportive environment, which has high expectations and values all members of the school community. It aims to recognise and respect the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
- Mandeville Primary has the mission statement 'Respect for All, Learners for Life' and this is supported by a clear vision statement (see page 3).

Socio-Economic Factors (including FSM, SEND, EAL, CLA, etc)

- The percentage of pupils in receipt of FSM6 is below the national average.
- Those pupils identified as having special educational needs (SEN Support and with an Education, Health and Care (EHC) plan) is close to the national average.
- The school reflects some of the cultural diversity within Sawbridgeworth. However, 78.7% identify as White British and 7.8% as Any Other White Background.
- The percentage of pupils whose first language is believed not to be English is below the national average.
- There are currently no children looked after or previously looked after at the school.
- The school deprivation indicator is well below the national average.

3: Legal Background

The duties that underpin our scheme

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 which further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils and staff 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
- marriage and civil partnership (for staff only).

Young carers are also classed as vulnerable pupils in school and may be subject to discrimination. In addition to meeting the needs of protected characteristics, schools must also take appropriate actions to protect these vulnerable learners.

Disability

At Mandeville Primary, we implement accessibility plans to ensure equality of opportunity, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the school 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 the school previously undertook under the DDA and have been replicated in the Equality Act 2010.

Schools are required to provide auxiliary aids and services to disabled pupils. This duty came into effect in September 2012 as detailed in the guidance document [The Equality Act 2010 and schools May 2014](#) (page 6).

Disadvantaged Pupils

At Mandeville Primary, we ensure equality of opportunity for our disadvantaged pupils through continual assessment, intervention strategies and monitoring the impact of those interventions, making full use of both internal and external resources.

Safeguarding

Safeguarding is protecting children from maltreatment and ensuring that children are growing up in circumstances consistent with provision of safe and effective care. Safeguarding issues are therefore equality issues.

At Mandeville Primary, our Child Protection Policy is updated regularly in line with Hertfordshire County Council guidance, and ensures that all staff are fully equipped to support vigilance, confidence and competency in terms of safeguarding, including issues relating to diversity, inclusion, statistics, resources, services, good practice and training.

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. In addition to addressing the duties outlined above, our school is committed to working hard 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 to following Department for Education guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, tackles prejudice 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.

4: Roles and Responsibilities

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The names of those staff involved are listed in the table below.

Commitment to Implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 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 Full Governing Body 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/Deputy Headteacher
Disability equality (including bullying incidents)	Headteacher/Deputy Headteacher
SEN/LDD (including bullying incidents)	SENCo/Headteacher/SEND Governor
Accessibility	Headteacher/Deputy Headteacher
Gender equality (including bullying incidents)	Headteacher/Deputy Headteacher
Race equality (including racist incidents)	Headteacher/Deputy Headteacher
Equality and diversity in curriculum content	Headteacher/Deputy Headteacher
Equality and diversity in pupil achievement	Headteacher/Deputy Headteacher
Equality and diversity – behaviour and exclusions	Headteacher/Deputy Headteacher
Participation in all aspects of school life	Headteacher/Deputy Headteacher
Impact assessment	Headteacher/Deputy Headteacher
Stakeholder consultation	Headteacher/Deputy Headteacher
Policy review	Headteacher/Deputy Headteacher
Communication and publishing	Headteacher/Deputy Headteacher

Commitment to Review

The school equality scheme will be aligned with the School Improvement Plan (SIP). Its implementation will be monitored within the school's self-evaluation and other review processes, as well as being updated annually where appropriate. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to Publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will make available a summary document, plus an annual update consisting of impact assessment results, progress made, as well as refinements, amendments and new actions. This annual update will be published in the summer term.

We will also make available the results of a full scheme review every four years, in which we will make proposals for future action.

Commitment to Action**Governors will:**

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> • 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 |
| Behaviour | <ul style="list-style-type: none"> • 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 |
| Public Sector Duties | <ul style="list-style-type: none"> • 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:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • 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 |
| Policy Implementation | <ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> • 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 |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> • 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 |
| Behaviour | <ul style="list-style-type: none"> • 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) |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme |

All staff: teaching and non-teaching will:

Policy	• Contribute to consultations and reviews
Development	• Raise issues with line managers which could contribute to policy review and development
Policy Implementation	• Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	• 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
Public Sector Duties	• Contribute to the implementation of the school's equality scheme

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

- Openness – ensuring a wealth of opportunity and access to cross sections of society; teachers' willingness to spot and seek out opportunities to enhance pupils' experience; teachers' ability to reflect on practice, share information and compile case studies for learning.
- Teaching and learning – teachers' planning is responsive to pupils where possible following pupils' interests and ambitions; challenge by choice whereby pupils choose levels of difficulties in tasks set.
- A voice for all – through Mandeville Action Takers, an inclusive whole school council in which every child participates, giving their views and voting; pupil engagement with a diverse range of visitors via workshops and assemblies e.g. Paralympian, representatives of different faiths; and through regular pupil voice interviews.
- Handover processes – with teachers knowing and fully understanding each pupil to ensure every opportunity is available, accessible and open to those pupils, and passing that knowledge on in the year-to-year transition, induction arrangements and regular liaison with parents/carers through documented and measurable processes.
- Admissions and exclusions – following the school Behaviour policy
- Equality and staff – following the Pay and Appraisals policy.

We fully comply with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, age, or marital/civil partnership status. With regard to disability, we make such reasonable adjustments as are necessary to prevent disabled persons being at substantial disadvantage in comparison with a person who is not disabled.

This included discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We will 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 staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.

- We will strive to tackle discrimination, and these actions will include anti-bullying reporting, recording of all forms of prejudice-related incidents, for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement – Participation and Involvement

Involving our learners, parents/carers and other stakeholders

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 have involved staff, pupils, parents/carers and others with particular interests in the development of this scheme. Staff, parents/carers and governors have been consulted using an anonymous questionnaire, which sought information about disability equality, gender equality, racial equality and community cohesion. Pupils have been consulted using group discussions. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition to gathering information using questionnaires, we document views of parents/carers of SEN pupils during meetings held with the SENCo regularly. Disadvantaged pupils receive tailored tuition during their Pupil Premium sessions, which are held with an experienced qualified teacher, and evidence of impact of this tuition is being collected, including using pupil interviews. Staff and governors discuss information regarding vulnerable pupils regularly at Curriculum and Standards Committee meetings. Exemplars of success visit the school (e.g. Paralympians). We have welcomed the participation and involvement of people from broad and diverse backgrounds and different abilities, and have strong links with diverse community groups.

In PE and sport provision, PE and Sports Premium funding is being used to improve quality and breadth in order to encourage full participation by all pupils.

When deciding what to do to tackle particular equality issues, we will consult and engage both with people affected by our decisions – parents/carers, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as SEND working parties, and other relevant special interest organisations.

6: Using Information – Equality Impact Assessment, Data and Other Information

Evaluating the impact in terms of the outcomes

Impact Assessment Statement

All school policies will be equality impact assessed with regard to the protected characteristics at the time of review and issues arising will be carried forward into the equality action plan. We use a number of inputs to help analyse the effects of our policies on protected groups. These include, but are not restricted to, Inspection Data Summary Report (IDSR) data, incident reporting data, and parent/carer, pupil and staff surveys. We use the Audit Tool - Schools Equality Provision Self Evaluation Resource form. We also carry out a self-evaluation framework to monitor the makeup and needs of our pupils and staff through the school's Self Evaluation Forum (SEF) in order to assess how well we are meeting those needs and highlighting outcomes for minority and vulnerable groups. All these documents are provided to the schools' Governing Body.

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 provided to the governors each July as scheduled in the Governors Annual Workplan.

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are a planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils 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 pupil 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)

We ensure that contract conditions require contractors to comply within the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors. This is detailed in Hertfordshire County Council's Contract Regulations school's commissioning toolkit.

7: Our School's Equality Objectives

Key priorities for action

Achievements to Date

Examination of achievement data for pupils with disabilities resulted in clear actions for staff in appropriate Key Stage to assist and develop key areas. Curriculum and Standards meetings with staff and governors regularly review the learning and attainment of these pupils.

Examination of achievement data for gender strands resulted in clear actions in the SIP to develop key areas (e.g. boys' writing, etc).

A high quality handover process between staff at the end of each academic year, ensures proactive planning for each cohort regarding pupil needs. One year group with several male pupils requiring encouragement in creative writing resulted in use of appropriate writing material to engage male pupils. In EYFS, a large proportion of male pupils resulted in a modification of teaching techniques and choice of materials/resources. Curriculum and Standards meetings with staff and governors regularly review the learning and attainment of each gender.

Accessibility of key school information documents is discussed on an as-needs basis based on language, and meetings with key stakeholders are arranged, where necessary, to enhance accessibility. Inclusion Team meetings with staff and governors regularly review the learning and attainment of EAL pupils.

Community Cohesion

Our school has links with other schools and community groups, and carries out many activities with local schools. It has a very active engagement with the Bishop's Stortford Leadership Consortium, Envision Partnership, Aspects, and involvement with local community groups, e.g. Sawbo Travel Challenge Team. The school also carries out activities with support services, local churches and religious groups and local businesses. In addition, the school PTA is actively engaged with the local community through school fayres and other events.

Mandeville Primary School also has a highly valued Breakfast Club, after school provision through Jam Childcare and the school site is used by some community groups.

List of Equality Objectives 2025-2029

Priority	Equality Objectives	Protected Characteristic
1. Ensuring no achievement gap	Monitoring to ensure there is no significant gap in achievement between Pupil Premium Grant (PPG) and non-PPG pupils, bearing in mind crossover within the school of SEND and PPG pupils. Continue to ensure there is no barrier to achievement, regardless of prior attainment, background or circumstance.	SEND/Disadvantaged
2. Ensuring active delivery of race equality	Implement the actions identified through the Herts for Learning, 'A Strategic Approach To Becoming An Anti-Racist School' programme.	Race
3. Ongoing Accessibility monitoring, including sensory	Having carried out sensory, visibility and audio reviews, the school continues to monitor accessibility including for those pupils with sensory issues. Following advice from HCC on accessibility provision, the school maintains a plan of actions to be taken if a pupil with particular disabilities joins the school. In this case, a rolling programme of accessibility improvement would be undertaken and enhancement of best practice, as funding becomes available. Thus the plan is maintained and reviewed annually.	Disability
4. Ongoing Impact Assessment	We will continue ensuring that our statistics are routinely broken down into the various protected characteristics.	All
5. Participation in sport and clubs	Ensuring participation and access to sports activities and sports clubs. This is led by the school's dedicated PE Leader, who also leads participation in community sporting competitions and events.	Disability/Sex

8: Setting Equality Objectives within an Action Plan

Objectives for 2025-2029 – first progress review due Summer 2026

Equality Objectives 2025-2029	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date	Report as of Summer 2023
1. Ensuring no achievement gap	SEND/ Disadvantaged		X		Equality of opportunity	SLT Headteacher SENCo Pupil Premium Leader C&S Committee	IDSR data is used to measure overall attainment and progress of SEND and disadvantaged pupils. Ongoing daily formative assessment practices are used alongside termly summative assessment checkpoints, with identified actions implemented following termly pupil progress meetings.	Termly by C&S Committee and annually, next by July 2026	Annually	
2. Ensuring active delivery of race equality	Race		X		Eliminate Discrimination	SLT Headteacher Race Equality Adviser C&S Committee	Implement the actions identified through the Herts for Learning 'A Strategic Approach To Becoming An Anti-Racist School' programme.	Termly by C&S Committee and annually, next by July 2026	Annually	
3. Ongoing Accessibility monitoring, including sensory	Disability			X	Review needs of all stakeholders at least annually and make all reasonable adjustments for provision	SLT SENCo C&S Committee Resources Committee	Termly review by C&S Committee and Resources Committee identifies and acts upon stakeholder needs or feedback where appropriate; SENCO feedback on a case by case basis.	Termly by C&S Committee and annually, next by July 2026	Annually	
4. Ongoing Impact assessment	All			X	The data for all areas covered under the PSED will be analysed and any differentials discussed and actioned.	SLT Assessment Leader C&S Committee	Data to be provided routinely and annual review ensures all equality duties are met.	Termly by C&S Committee and annually, next by July 2026	Annually	
5.Participation in sport and clubs for all	Disability/Sex			X	Equality of opportunity	SLT PE Leader C&S Committee	Ensuring participation and access to sports and club; termly pupil data indicates access to sports and pupils regularly attend community sporting fixtures and events.	Termly by C&S Committee and annually, next by July 2026	Annually	