

**BEAN PRIMARY SCHOOL
SINGLE EQUALITY SCHEME
Inclusive Education
Traveller Education
Policy**

Scheme agreed by *Governors*: February 2016

Scheme due for review: February 2020

This document agrees with the Equality Act 2010

BEAN SCHOOL VALUES

We recognise our duty to establish equality for all members of the school community and service users regardless of ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

SETTING OUR PRIORITIES

The priorities for the SES are set in the light of:

- Identification summarised in the overview of outcomes.
- Views expressed by stakeholders that have been involved in the development of the scheme.
- Consultation held widely as well as representation through the working party.

OUR PRIORITIES ARE:

Children and young people

- Narrowing the attainment gap between different groups of children and young people in the school e.g. children using alternative forms of communication, Looked After Children (LAC) and pupils whose parents have received Pupil Premium - pupils on the Ever Six Register.
- Improving health and fitness to tackle obesity and promote general well being.

Our community

- Improving the involvement of children and young people, parents and carers from minority ethnic backgrounds e.g. Travellers.
- Improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language.

Our school community

- Improving the involvement of disabled children and young people, staff and parents and carers.
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty.
- Considering objectives to address the causes of any gender pay gap or differences between groups.
- Promoting positive attitudes toward diversity.

PRINCIPLES OF OUR SES

PURPOSE OF THE SES

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community in all aspects of our provisions, criteria and practices (PCPs). We recognise within this scheme the inequality linked to poverty and socio-economic factors.

Our SES enables us to meet the duties under equality legislation and to achieve the following for all groups:

- Eliminate all forms of unlawful discrimination.
- Eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority).
- Advance equality of opportunity through vision, strategy and practice.
- Foster good relations.

Through our SES we make links to all our actions and commitments to:

- Promote community cohesion.
- Narrow the attainment gap in outcomes between children and young people.

- Improve outcomes for children and young people.

A RELEVANT AND PROPORTIONATE APPROACH

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our provision, criterion or practices (PCPs). This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on different stakeholders.

We also apply proportionality in ensuring that our PCPs are a proportionate means of achieving legitimate aims.

We do not assume the existing representation alone determines relevance, so we apply the principle of anticipatory duty in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality.

We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic monitoring of outcomes, impact assessment and action planning incorporating the fullest possible participation of stakeholders.

PARTICIPATION

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement.

Our consultative groups and working party include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.

The school involves stakeholders including children and young people, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

ANTICIPATION

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative.

RESPONSIBILITIES

GOVERNING BODY

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- Raising awareness of all duties within the whole community.
- Referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC).
- Ensuring understanding of the broad legal definition of disability.
- Sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school.
- Working with trade unions to implement the relevant duties in employment functions.
- Ensuring that action plans are undertaken for all protected characteristics.
- Setting up the working party, with membership to include:
 - SLT Member
 - Governor
 - Parent/carer
 - Staff representative
 - SENCO
 - Trade union representative (s) if possible. This working party will be the Curriculum and Standards Group.
- Ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately.
- Providing appropriate training for staff, Governors and other members of the school community.
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions.
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

ALL MEMBERS OF THE SCHOOL COMMUNITY

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- Contributing to the SES implementation and review process.
- Raising issues with line managers which have an impact or potential impact on the school's PCPs.
- Maintaining an awareness of, and professional interest in, the school's current SES and PCPs to which it relates.
- Implementing PCPs in accordance with agreed protocols and standards.
- Behaving with respect and fairness to all members of the school community.

THE WORKING PARTY

Our working party is involved throughout the planning, monitoring and evaluation of the SES to ensure equitability takes place in all aspects of school life. The Key functions of the working party are:

- To ensure the involvement of the widest possible range of people representing the different protected characteristics.
- To ensure the involvement of trade unions regarding the equalities duties.

- To arrange for the gathering of information relating to all protected characteristics.
- To consider arrangements for impact assessments.
- To report to the leadership team on outcomes of information gathering and impact assessment.

The working party will consist of a minimum one governor, one parent, the SENDCo and the Headteacher.

INFORMATION GATHERING

PURPOSE AND PROCESS

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

TYPES OF INFORMATION GATHERED

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Pupil attainment and progress data relating to different groups.
- Children and young people's views actively sought and incorporated in a way that values their contribution.
- Information about how different groups access the whole curriculum.
- Sports and activities choices of all groups.
- Exclusions data analysed by group.
- Records of bullying and harassment on the grounds of any equality issue.
- Data on the recruitment, development and retention of employees.
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.
- Accurate information is kept confidential in a 'need to know' basis e.g. ethnicity, first language.

OUTCOMES

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form on Part B of our SES: the Overview of Outcomes. Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

EQUALITY IMPACT ASSESSMENT

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

Screening PCPs helps us to know how much each one promotes or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality

impact assessment but an aid to managing the impact assessment process. We are aware that many PCPs have the potential to affect different groups in different ways and this is factored into the screening process.

Every new PCP is drawn up with regard to the school's duties as described in this SES and the appendices and is subject to the process of impact assessment on relation to potential positive or adverse impacts.

ACTION PLANS

We have action plans covering all relevant protected characteristics, disability, gender, race equality. These describe how we are taking action to fulfil both the general and specific duties. Our action plans are cross referenced with the School Plan where appropriate, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- Objectives and specific actions.
- Expected impact and indicators of achievement (success criteria).
- Clear timescales.
- Who has lead responsibility.
- Resource implications.
- Specified dates for impact assessment and review.

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures that relate to them.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body, SLT, external checks and with Ofsted when the school is inspected.

PUBLICATION AND REPORTING

The working party decides how best to publish the SES and it will be referred to in the school prospectus with copies available on request. The school will report annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PCPs.

REVIEW

As part of the review of the SES the school commits to:

- Revisiting and analysing the information and data used to identify priorities for the SES and action plans. This incorporates use of the overview of outcomes.
- Using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES will inform its revision, the setting of new priorities and action plans. This process continues to:

- Involve the participation of a full range of stakeholders.
- Be evidenced based - using information and data that the school has gathered and analysed.
- Use the evidence to do accurate impact assessments which may inform priorities.

Reviewed by SES working party:

Ratified:

Review date: February 2020

Date

Summary of outcomes for different groups and users of the school:

Do the above findings warrant the triggering of the equality impact assessment process?
(The analysis of why certain pupils didn't achieve their targets.)

Reasons for progress / lack of progress

BEAN PRIMARY SCHOOL INCLUSIVE EDUCATION

Bean Primary School is committed to the ongoing development of inclusive education at class, school, community, county and government levels.

A policy on inclusive education has an over-arching effect on the approach to teaching and learning across the entire school. In moving towards being more inclusive, we have to realise the importance of meeting children's individual needs, of listening to their views, of working in partnership with parents/carers and of supporting and involving all staff in the development of more inclusive practices as in line with 'Every Child Matters'. Inclusion concerns the whole process of education, not just where a child is placed.

The whole staff at Bean School will work to foster a climate which supports flexible and creative responses to individual needs, encouraging all children to do the same and creating an ethos which values all children and their families. With regards to accessibility of the premises, the Governing Body have the ambition that the building will become fully accessible over time.

Every child has a right to be accepted as a member of our society. Living, working and learning alongside a diverse range of people is vital for the positive social development of us all.

A belief in inclusion and a commitment to individuals are highly influential in making a successful school.

At Bean Primary School:

- There will be ongoing discussion about the meaning of inclusive education and how we can put this into practice.
- We will recognise the links between inclusive education, catering for diversity, and the promotion of high quality and appropriate education.
- We recognise that changes in practice will need the support of all staff and the wider school community. Everyone needs to be involved in consultation and discussion from the start. We recognise also that staff may need support to gain confidence and to use their skills in the development of inclusive practice.
- The Headteacher will enable staff to access relevant professional development opportunities in line with the School Plan.
- We will recognise and will address the need to explore further the flexibility within the curriculum to devote additional time to activities which build on children's strengths and interests and address their individual needs.
- Inclusion is part of the school's ethos. All other policies will be reviewed in the light of agreed inclusive principles as set out in this document. School improvements will also take account of inclusive policy and practice.
- We will celebrate children's differences showing that each of them has value and will be valued.

- The admission of all children will be handled positively and sensitively. In some cases additional support and advice may be necessary to ensure that children's needs are adequately met, but all children and parents should be made to feel welcome.
- We realise that additional support and advice may be necessary to meet all children's needs and that appropriate assessment and support arrangements need to be put in place including liaison with relevant outside agencies or other schools.
- We are committed to the identification of children who may be gifted, talented or able. We aim to ensure that these children can fulfil their potential, as outlined in our policy, through the wide variety of our school learning opportunities.
- We are committed to working closely with the MCAS (Minority Community Achievement Service) service to ensure that children from minority backgrounds and those for whom English is an additional language, are able to fulfil their potential during their time at Bean School.

As a major step towards full implementation of our Inclusion Policy, Bean School collaborates with: the Specialist Teaching Services, Educational Psychology Service, Traveller Service and with Social Services.

These outside agencies support and help staff to promote inclusive practices in the school, including early interventions into our Early Years and involving re-alignment of the way in which support services operate in the school. The focus is to enhance good teacher practice, by looking at teaching and learning styles in the classroom, thus reaching a whole class of children instead of a few individuals.

For the further implementation of our Inclusion policy to succeed, close collaboration with the full range of outside agencies will continue. There will need to be on-going support at managerial level for inclusive policies and practice.

Ratified by

Date: March 2016

Review date: 2020

BEAN PRIMARY SCHOOL TRAVELLER EDUCATION

Through its equal opportunities policy, Kent County Council (KCC) and Bean Primary School recognises that in our society certain groups and individuals face discrimination. KCC and Bean School are committed to ensuring that all service users receive equal treatment irrespective of where they reside and are not disadvantaged by specific conditions or requirements.

The policy of Bean School is to:

- take action to ensure that Traveller children have equal access to Bean Primary School in accordance with the admissions policy;
- ensure that Traveller children have full access to both the EYFS Profile and the National Curriculum;
- provide information and support to Traveller children and their families to manage the transition between KS2 and KS3;
- provide information to Traveller children and their families to manage the transition between home and school;
- ensure that Traveller children and their families are fully included in all school activities;
- eliminate discrimination and prejudice against Traveller children and their families;
- recognise, value and use the culture of Traveller children and their families in order to provide positive experiences for all children.

The Governing Body of Bean Primary School will:

- actively apply, monitor and evaluate the implementation of this policy;
- ensure that any action the school takes does not deprive Traveller children and their families of their legal entitlement to education under The Education Act 1996, nor constitute discrimination against Traveller children and their families under the Race Relations Act 2000.