



Single Equality Scheme

Rationale

At Hambrook Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school's Scheme includes pupils, staff, governors, parents, carers and all those within the extended school community. The school acknowledges that it is essential for us all to work together to achieve our aim of being fully inclusive and accessible and ultimately to provide a quality learning experience for our children.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Hambrook Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What is the Single Equality Scheme?

The school's Single Equality Scheme (SES) and Action Plan covers a three-year period from 2017 to 2020. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Our Single Equality Scheme and actions included in the School Improvement Plan enable us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities arising out of the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme. This will be reviewed by our Governing Body.

Policy Statement

1. Hambrook School acknowledges, and welcomes, diversity among pupils, staff & visitors.
2. We do not discriminate against anyone, child or adult, on the grounds of their gender, race, age, religion, nationality, sexual orientation, or disability.

3. We promote the principles of fairness and justice for all through the education that we provide in our school.
4. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We expect all pupils to make good progress and achieve to their highest potential.
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers.
7. We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and improve delivery of information.

Meeting our Duties

Under the Equality Act 2010, the school has a Public Sector Equality Duty (PSED), or General Duty, that extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils) - to show due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and those who do not share it.

The Specific Duty

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable.

Race Equality

This section reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty on schools to show due regard to:

1. Eliminating racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups

Hambrook will meet this duty by:

- celebrating our diversity through curriculum planning - incorporating an anti-racist and multi-cultural perspective in all curriculum areas;
- using displays that reflect and validate the languages of the community and the life experience of the children in our school;
- communicating with parents - oral and written translation if required;

- having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LA policies and guidance;
- ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures and that action is taken to support the victims;
- ensuring that all pupils, staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable;
- catering for the dietary and dress requirements of different religious groups and enabling pupils to observe festivals and events relevant to their faith;
- using the school curriculum and assemblies to promote positive role models;
- reporting to governors regarding Equal Opportunities;
- monitoring our plans and policies;
- analysing data with reference to SATs, behaviour incidents, exclusions etc.

Disability

(This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.)

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminating disability related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

The DDA 2005 has also extended the definition of disability as follows:

'People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities'.

Discrimination disabled people face

Disabled people are discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people

Involvement of disabled people in developing the scheme

In developing this scheme we have consulted with

- Disabled pupils
- Non-disabled parents of disabled children

We asked for their views on the school's provision for them and whether they feel our ethos promotes inclusion and equality.

Accessibility

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

An Accessibility Plan was completed in 2014 and is due to be revised in Autumn 2017.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women / boys and girls

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

The School must ensure that we do not discriminate on these grounds. This Scheme Sets out our priorities and proposed actions to eliminate discrimination and harassment for these equality areas.

Community Cohesion

The school also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and socio-economic groups. We have incorporated our priorities into our School Improvement Plan to make it easier to monitor our progress and performance in meeting our objectives.

Strand 1. Teaching, learning and the curriculum - with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promoting of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions

Strand 2. Equity and excellence - equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups

Strand 3. Engagement and extended services - enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities - locally and more widely.

Development of the Scheme

We involved pupils, staff, governors, parents and carers in creating the Single Equality Scheme, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan. Examples include:

- Pupil voice interviews and learning conferences with SLT
- Discussions at School Council meetings
- Parent and Pupil questionnaires
- Discussions at Governing Body Meetings

Equality Impact Assessments

Equality impact assessment is a method of checking school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and ensure equality of service to all.

Links to other School Policies

Other policies which have informed this Scheme and include references to equality include:

- SEN policy and SEND offer
- Behaviour and Discipline Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Attendance Policy

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The role of the Governing body

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The role of all staff: Teaching and Support Staff

All staff will:

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher

All teachers will:

- promote an inclusive and collaborative ethos in their classroom
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- maintain the highest expectations of success for all pupils
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

The role of all visitors:

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this scheme.

Collecting and analysing equality information

We collect, analyse and publish data on the school population by gender, ethnicity, English as an Additional Language (EAL) and Special Educational Need or Disability. We also collect, analyse and use data in relation to attendance of different groups.

Hambrook Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil his or her potential. 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 wide range of information gathered to support our planning and action to promote equality includes the following:

- Attainment and Progress levels relating to different groups
- Attendance levels relating to different groups
- Participation in extra-curricular activities
- Complaints of bullying or racial incidents

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

Commissioning and Procurement

The School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our Scheme

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available

Review

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Policy Agreed: Autumn 2017

Review Date: Autumn 2020