

School Equality Scheme

2011-2014

Banwell Primary School

**Approved: Full Governing Body - 1 February 2012
For Review: 2013/14 -Term 6**

Contents

1: Vision and Values	3
2: School Context	4
3: Legal Background	8
4: Roles and Responsibilities	10
5: Stakeholder Consultation	13
6: Impact Assessment	16
7: Our School's Equality Priorities	17
8: Action Plan	1

1: Vision and Values

Our equality vision and the values that underpin school life

Our Vision Statement

At Banwell School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential.

BANWELL PRIMARY SCHOOL 'putting children first'

We aim for all our children to

- achieve high standards across the curriculum
 - acquire knowledge, skills and attitudes relevant to the changing world in which they live
 - respect and value themselves, other people and the environment
 - develop enquiring minds with motivation to learn
 - work independently and collaboratively
 - take responsibility for their own actions and make informed choices
 - have well-developed communication and social skills
 - have self-confidence and high self-esteem
 - experience fun, joy and success in learning
 - recognise themselves as citizens of the wider world
 - extend themselves in mind, body and spirit
- in order to prepare them for adult life and life-long learning.

To achieve these aims for our children we are committed to providing the following:

- a welcoming, stimulating and safe learning environment
- high expectations of our children and ourselves
- a creative, broad, balanced and relevant curriculum
- high quality learning and teaching using a variety of strategies
- a range of resources that are effectively used to support learning
- a variety of activities which encourage learners to develop a broad skills base which they apply in different situations.
- equal access to all aspects of the curriculum and school life
- all stakeholders actively supporting learning through relevant feedback
- support, guidance and training for all those who teach and work with our children
- fostering and maintaining links with our village and the wider community
- recognition and celebration of achievements in all areas of school life
- working enthusiastically together to achieve our vision and aims
- encouraging all learners to identify the next step in their learning.

2: School Context

The characteristics of our school

We are a single intake Primary School in a village on the outskirts of Weston-super-Mare. We have a fairly stable role but do experience mobility in year which has resulted in a slight increase in pupil numbers over the last few years. The majority of our pupils come from within the village but many also commute from surrounding areas such as, Locking Camp, Elborough, Winscombe or Weston and Worle. We have a diverse catchment with families from all walks of life encompassing some advantaged families and some of the least. Our free school meal entitlement is very high at double the national average and the highest in the Central Locality Area. The pattern of support from families is generally good but we do have several families that need significantly more support themselves. Compared to national averages, very few pupils are from ethnic minorities' but the number has increased over the last few years. At present 3 children have English as an additional language. We also have 1 looked after child and 2 statemented children.

Characteristic	Total	Breakdown (number and %)
Number of pupils		204
Number of staff		8% male 92% female
Number of governors		31% male 69% female
Religious character		None
Attainment on entry		Diverse
Stability of school population		75.4%
Pupils eligible for FSM		35.3%
Deprivation factor		0.22
Disabled staff		0.0%
Disabled pupils (SEN/LDD)		1.4%
Disabled pupils (no SEN)		0%
BME pupils		6%
BME staff		0%
Pupils who speak English as an additional language		1.2%
Average attendance rate		94.4% (3 yr average)
Significant partnerships, extended provision, etc.		Weston Excellence
Awards, accreditations, specialist status		Leading Aspect, SEAL, FMSiS, Healthy School, Eco-Schools (Silver), Sing-Up (Gold), International School Award (Foundation Level)

Current situation

The standard procedures and processes of our school - SEN

The Governors and staff aim to ensure that every child with a special need will receive the best possible education to enable them to fulfil their full potential. In particular we aim

- To enable every pupil to experience success.
- To facilitate effective learning by raising self esteem.
- To ensure all pupils receive appropriate educational provision that is relevant and differentiated and that demonstrates coherence and progression in learning.
- To give children with SEN equal opportunities to take part in all aspects of the schools provision.
- To identify, assess, record and regularly review pupils' progress and needs.
- To involve parents in planning and supporting at all stages of their child's development.
- To work collaboratively with parents, staff and other professionals including support services.

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

See Banwell Primary School Access Plan

The standard procedures and processes of our school – gender

Equal Opportunities – Gender

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities that will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of gender stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

1. Are all classroom tasks shared equally between girls and boys?
2. Do all children get an equal chance to use equipment and resources?
3. Do all our displays and teaching aids present a non-sexist attitude?
4. Are our responses to bad behaviour the same to both boys and girls?
5. Are men and women from other cultures presented to children in a non stereotypical way?
6. Do all children have equal access to playground space and other play facilities?
7. Are all children able to try out new roles in play and learning activities?

The standard procedures and processes of our school – race

Equal Opportunities – Race:

It is our school policy

Banwell Primary School provides education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

“Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.”

Banwell Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- To challenge racism in the context of a caring school community.
- To track individuals' progress to ensure that there is no disparity between all groups within the school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

- Provocative behaviour, i.e. wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manner.
- The ridiculing of an individual for cultural differences.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race.

The school embraces arts from many cultures e.g. Rangoli - hand patterns, Aboriginal Art, Chinese Art, African Mask making, African and Indian music workshops. Topics taught through Geography and History encompass experiences from other countries and cultures (e.g. India)

The standard procedures and processes of our school – community cohesion

At Banwell Primary School we aim to provide experience and knowledge about local, national and global issues through:

- Understanding of different localities through environmental and geography work including music and dance from other cultures.
- SEAL, empathy with lives of others.
- Awareness/Supporting charities at home and abroad
- School council discusses with classes which charities they wish to support during the year and are consulted on anti-bullying contract.
- Community involvement, local police and WI.
- School visits and camps.

Aims and Objectives

At Banwell Primary School the aim of collective worship is to accomplish the following:

- to be a valid educational experience for all pupils regardless of age, ability, cultural or religious backgrounds.
- to contribute to the spiritual well being of all members of the school community.
- to develop the spiritual, moral, social and cultural development of pupils by promoting a common ethos and shared values based on our Christian tradition.
- to provide opportunities for participation, response, reflection and prayer related to moral and spiritual concerns or issues which reflect Christian belief but are also shared by world religions.
- to help children to develop feelings of awe, wonder, mystery.
- to reflect the cultural richness and diversity of our society and world.

The local vicar/minister takes assembly on a regular basis and the school celebrates major festivals and events and visits the local church. The Agreed RE Syllabus, Awareness, Mystery and Value provides pupils with knowledge and understanding of other religions.

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 duties

Disability general duty - *Disability Discrimination Act 2005*

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

Gender general duty - *Sex Discrimination Act as amended by the Equality Act 2006*

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

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

Race general duty - *Race Relations Amendment Act 2000*

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

- eliminate unlawful discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

Community cohesion duty - *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work 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 to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, 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

Specific duties: disability, gender and race

The specific duties ask the school to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

4: Roles and Responsibilities

Chain of accountability

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

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 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 Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher and Governors
Disability equality (including bullying incidents)	Headteacher and Governors
SEN/LDD (including bullying incidents)	Headteacher and Governors
Accessibility	Headteacher and Governors
Gender equality (including bullying incidents)	Headteacher and Governors
Race equality (including racist incidents)	Headteacher and Governors
Equality and diversity in curriculum content	Headteacher and Governors
Equality and diversity in pupil achievement	Headteacher and Governors
Equality and diversity - behaviour and exclusions	Headteacher and Governors
Participation in all aspects of school life	Headteacher and Governors
Impact assessment	Headteacher and Governors
Stakeholder consultation	Headteacher and Governors
Policy review	Headteacher and Governors
Communication and publishing	Headteacher and Governors

Commitment to review

The school equality scheme will be aligned with the School Improvement 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

We are committed to sharing information about our equality scheme as broadly as appropriate. 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

	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 Development	<ul style="list-style-type: none">• Contribute to consultations and reviews• Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none">• Maintain awareness of the school's current equality policy and procedures• Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Contribute to the implementation of the school's equality scheme

	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)

5: Stakeholder Consultation

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 a number of staff, pupils, 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).

See results following school community stakeholder questionnaire results plus minutes from the School Council, Friends and Governors.

Chris Phillips / Sue Williams / All staff
November 2011

Banwell Primary School Equality Questionnaire 2011

It has become a statutory requirement for all schools to develop an Equalities Scheme and Action Plan. As part of this process we are consulting all stakeholders in our school community, which includes parents.

The purpose of this questionnaire is to collect information to support us in developing best practice in the interests of all members of our school community.

We would appreciate your response to this questionnaire. You may find some sections more relevant than others, so please feel free to complete as much or as little as you wish. You may choose to sign the questionnaire or keep it anonymous. We thank you for all your comments which will be given full consideration when developing our scheme. **Please feel free to extend any comments on to another piece of paper. Please return your questionnaire to the box outside of the school office by 27th January 2012**

All information you give is confidential

Definition: A disabled person is defined in the Disability Discrimination Act as someone with a physical or mental impairment that has substantial or long term impact on their ability to carry out day to day activities. The impairment should have lasted, or be expected to last, 12 months or more. People with hidden conditions (e.g. cancer, diabetes, people with HIV or AIDS and people with MS are also included in this definition.

Please read the questions and either circle yes or no, tick where applicable or annotate in the spaces provided.

1. Having read the definition do you consider that you, or a member of your household, have a disability?	Yes / No
2. If you had a disability would you feel comfortable in disclosing this information to the school? If no, you may give details.	Yes / No / Depends

3. Do you consider anyone in your household to have any of the following disabilities?

Dyslexia or Learning Difficulty	Blind or Partially Sighted	Deaf or Hearing Impairment
Mobility Difficulties	Personal Care	Mental Health Difficulties
Unseen(Diabetes, Epilepsy, Asthma)	Multiple Disabilities	Autistic Spectrum Disorder
Other (Please Specify)		

4. If you have a disability, does it in any way exclude you, or place you at a disadvantage, in any way with school life?	Yes / No
If YES to above please give details.	
5. Is there anything further that the school could do to improve accessibility, or to support any members of our school community who have a disability? If so please give details.	

6. Banwell Primary School is committed to gender equalities. Do you feel that there are any areas where either males or females (children and adults) are at a disadvantage?	Yes / No / No experience
If YES to above please give details.	
7. Banwell Primary School is committed to Race Equality. Do you feel that either you or your child has encountered discrimination due to racial origin?	Yes / No
If YES to above please give details.	
8. Do you feel that all religious faiths are equally respected in our school?	Yes / No / No experience
If NO to the above please give details.	
9. Do Grandparents feel that they are welcome in our school?	Yes / No / No experience
If NO to the above please give details.	
10. Do you wish us to consider any other issues regarding equalities e.g. disability, gender, race, religion and belief, sexual orientation or age? Please give details.	

Please remember that all the information you supply is CONFIDENTIAL. Having completed the form you may or may not wish to complete all or some of the following sections.

11. How would you describe your ethnic group? This will help us to identify if there are any barriers or problems for particular groups.

White British		Bangladeshi	
White Irish		African	
Any Other White Background		Caribbean	
White and Black Caribbean		Chinese	
White and Black African		Any Other Asian Background	
White and Asian		Any Other Black Background	
Indian		Any Other Mixed Background	
Pakistani		Any Other Ethnic Group	
Rather Not Say			

12. How would you describe your religious faith?

Buddhist		Christian	
Hindu		Jewish	
Muslim		Sikh	
No Religion		Other (Please State)	

13. About you. Are you:

Male		Female	
------	--	--------	--

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

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

7: Our School's Equality Priorities 2011 - 2014

Key priorities for action (Following Stakeholder Consultation)

1. Disability -

2. Gender -

3. Race -

4. Community Cohesion -

Achievements to date

Disability

Gender

Race

Community Cohesion

Areas the school has identified as priority areas as a result of analysis of the stakeholder survey are identified in the following Action Plan.

Banwell Primary School

Aim: Making progress on equality issues

Goal: All children and adults are responsible citizens who make a positive contribution.

Target	Action	Person responsible	Start date	Finish date	Resource requirements	Budget

Staff development	Budget	Success criteria	Monitoring Strategies	Evaluation Strategies