

Goosewell School

Single Equality Scheme and Action Plan

At Goosewell everyone is welcomed. We are proud of our friendly, caring school where we respect and value each other. Everyone joins together to develop and celebrate our learning, talents and achievements.

This policy will help us achieve the following school aims:

- Support everyone to have high expectations of ourselves and take responsibility for our learning and behaviour – always trying to do our best.
- Encourage parents/carers to continue to actively support their child's learning.
- Ensure we have a school where everyone has a voice that is listened to.
- Understand and accept that we are all individuals
Identify and develop a range of and respect each other's differences.
Use everyone's talents, working together as a team within school and the wider community.
- Care for everyone's well-being.

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2012 to 2015. Detailed action plans have been taken in the first instance from current plan designed for the individual equality schemes. At the end of the first cycle, these will be fully incorporated into a single action plan.

This scheme 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 such as 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 Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

Meeting our duties

Under the statutory duties, all schools have responsibilities to promote race, disability and gender equality.

Race Equality

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

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

We follow Plymouth City Council's procedures for dealing with racist actions or any form of discrimination and report to them on a termly basis.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate unlawful discrimination.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

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

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

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

1. Eliminate unlawful discrimination and harassment.
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. We consider that this has been addressed through the implementation of all national pay agreements and full implementation of the Plymouth City Council Job Evaluation agreement.

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

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives. Despite being a large school, we have a family ethos where children are encouraged to work together increasingly as they move through the school, developing their independence and care of others. All children take part in planned PSHE sessions and through discussion start to understand that with rights come responsibilities. Children are involved in setting class rules and encouraged to take on responsibilities within their classes.

They are expected to be increasingly responsible for working hard either within a small group or independently, to hand in their reading books/homework/notes from home and to look after their own belongings.

Children are awarded with stickers, team points, certificates and trophies to acknowledge achievement, with postcards sent home to parents to further share successes.

Children are frequently involved in community arts or environmental projects and school events are publicised in the local media.

The school has clear policies on addressing any bullying and discrimination and children are encouraged to develop an awareness of the need for tolerance and understanding.

The School Council system has helped the children become more aware of their contribution to the school community. They report to Governors annually.

The children take part in raising money/providing resources for charities such as Comic Relief, Children in Need, Royal British Legion, Action for Children and Shelterbox. They therefore have a good understanding of their global community contribution and are proactive in their requests to get involved in however small a project.

Goosewell fully meets the full core offer for extended schools. Part of our funding has been used to support the appointment of a Parent Support Adviser who has made a significant impact with a large number of parents and children.

The school has given over part of the site to a Jack'n Jill's Pre-School managed by the Royal Navy Pre Schools Association and also to the the Gosling Trust which runs out of hours care from 7.45 a.m. to 6.00 p.m. and throughout the school holidays for the local community. The school also hosts a Local Authority commissioned Support Centre for children with communication and interaction difficulties.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our school values and visions

Our school aims meet the duties described above and will further enforce and develop our school's key principles and values,

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Collecting and analysing equality information for pupils at Goosewell School

Goosewell School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We aim to collect and analyse the following equality information for our pupils

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Contributing to the wider life of the school

To make this information-gathering exercise more meaningful and effective we aim to consider further the impact that extra curricular activities have on attainment and desire to learn. We will also be considering trends of absence linking to academic progress.

Collecting and analysing equality information for employment and governance at Goosewell School

Goosewell School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Goosewell School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We currently employ 120 staff at Goosewell School to undertake a range of duties.

Currently we have: 113 females, 8 males, no registered disabled staff, and all staff except two are 'White British.'

The school workforce census enables us to collate data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. We acknowledge that this is not a specific requirement under the current legislation, but is best practice. All information relating to staff is kept on the school's central database. We currently monitor the following profile information for our staff and governors:

Information Gathering (Staff and governors)

- Applicants for employment (via Local Authority recruitment forms)
- Staff profile
- Governing Body profile
- Attendance on staff training events
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, 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.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

We have identified the following issues from this information-gathering exercise:

- Staff data relating to course attendance is not currently separated into race, disability and gender.

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

The Goosewell Neighbourhood Profile

The Goosewell Neighbourhood is situated within the Plymstock Locality of Plymouth.

See view the profile on: www.plymouth.gov.uk/nhpgoosewell

Community priorities for the Neighbourhood include issues regarding speeding, dog fouling and parking.

Consultation and involving people

As stated earlier in the scheme, Goosewell is a suburban, predominantly white community. We appreciate that the legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute.

We have attempted to involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This has helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan.

Examples of involvement include:

- Discussions at school council
- Discussion at HMS Heroes
- Contact with parent/carers
- Discussions at staff meetings
- Discussions at Governing Bodies
- Contact with local community groups
- Contact with local community activities

We work closely with the schools in the local Academic Council. While each school has its own unique ethos and approach to learning, we have a shared belief that we have a combined obligation to promote and champion the education of all children in our wider community. Together, we strive for a parity of provision and an equality of opportunity – whichever school parents choose for their child.

What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes

Race Equality

We have had very few racist incidents in school i.e. one year we had four incidents most years none at all. Returns are sent termly to the LA for monitoring purposes.

Disability Equality

Currently, we have one disabled pupil and only one member of staff with accessibility problems though on long term medical leave. All pupils and staff are fully involved in the life of the school and have full access to all we offer.

If we foresee that mobility could be an issue for staff or a pupil, action will be taken. A clear Accessibility Plan as part of this scheme highlights where we believe we could make further progress.

Gender Equality

Following analysis of attainment data there is a slight discrepancy between boys and girls in different curriculum areas. These have been highlighted within school improvement planning and teachers' performance management targets. Our current action plans promote equality of provision and opportunity for all boys and girls in all aspects of school life.

In addition we believe that Goosewell School can also celebrate the following good practice:

During discussions, the following good practice was identified:

- Staff well trained on the needs of our children
- Friendly and approachable staff – with male and female role models
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team
- Contact with local community activities
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – SEN, Behaviour, anti-bullying.
- A welcoming family feel in a very big school
- IEPs in place for pupils with specific needs
- Disabled access/toilets/shower

Teaching and Learning

Our curriculum is fully accessible to all children. Parents are regularly informed of the learning to take place both in year group handbooks and through parents' evenings. All correspondence sent home is available from the school office in larger type – should it be requested and school newsletters are placed on the website for all absent parents to access.

We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community.

All children, through the PSHE and RE curriculum, have a developing understanding of difference and how different is neither better nor worse; it is something to be celebrated.

Age

We feel that some elements of a child's involvement in school discussions is developmental; however there is representation on our School Council from children from Year 1 to Year 6. The School Council meets regularly and is supported by a designated teachers. They disseminate discussions and decisions via whole school assemblies and class meetings. As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

Religion or Belief

RE is taught in accordance with the guidelines set out in the Locally Agreed Framework. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people.

Even though Goosewell School is not a denomination school, we have very close links to local churches. Church representatives regularly lead our assemblies and we as a school community, celebrate Christmas in the local parish church.

All children are encouraged to attend – and participate at their own level.

To enhance our provision still further we aim to

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act.
- Ensure children are taught about differences and tolerance – as part of the PSHE curriculum
- Celebrate an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs.
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering.
- To invite representatives of various Charities and organisations relating to race disability and gender to school to give advise/support and assist with curriculum development. (lead assemblies etc)
- Ensure all areas of the school are fully accessible to all in our community –including those with physical disabilities , hearing and visual disabilities

Monitoring Impact

Goosewell School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. Indeed the school has in place a range of associated Policies that have been agreed by all Staff and Governors.

All school policies are reviewed over at least a 3 year period, (usually more regularly than this) – on the next review, provision for disabled staff and pupils will be considered.

An inventory of existing policies is underway and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

Other School Policies

We have used our existing school policies to inform our Single Equality Scheme.

These include

- School Development Plan
- School Inclusion /SEN policy
- Accessibility Plan
- Racist Incidence Policy
- Anti - Bullying Policy
- Whistleblowing Policy

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Commissioning and Procurement

Goosewell School is required by law to make sure 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

Our Single Equality scheme will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff and parent newsletter
- On display in the school entrance
- Staff and pupil induction – Brochure

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement.

The outcomes of involvement activities from minority groups within our community.

A summary from impact assessments undertaken

An update of the progress made against priorities

Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

15 Ongoing evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

Policy Agreed May 2012

Next Review July 2015

Gender/Race Equality

Aspect of the duty	Action	Action By	Monitored By	Completed By
Monitor Achievement and Standards	Use School Pupil Tracker to identify any Gender/Race issues Develop strategies for tackling any identified issues. Include where appropriate any issues within the school development plan and performance management cycle.	JS / SS / JM / BN/ ML (SLT & MT) SLT JS	Teaching, Learning and Community Committee Teaching, Learning and Community Committee Teaching, Learning and Community Committee	
Monitor access to the curriculum	Using Tracker, Raise Online and SEN progress data to identify any anomalies of progress or provision. Develop strategies for tackling any identified issues.	JS / SLT / Inclusion Team SLT	Teaching, Learning and Community Committee Teaching, Learning and Community Committee	
Monitoring behaviour and vulnerable groups	Identify any specific gender/race issues resulting from peer mentoring, PSHE discussion and parental reports	SLT	Teaching, Learning and Community Committee	
Monitor take up of after school	Check registers of activity Discuss with School Council over provision of clubs and activities and attraction for boys and girls.	Activity organisers AY / EH	SLT SLT/ Teaching, Learning and Community Committee	
Review policies in the light of the GES	Governors and staff review policies and amend as required, including statements relating to gender/race equality.	All staff	Teaching, Learning and Community Committee	

Accessibility Plan 2012 to 2015

Increasing Accessibility: Strand A: Increasing the extent to which disabled pupils can participate in the school curriculum at Goosewell School

	Targets	Strategies	Timeframe	Goals Achieved
Short term	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.	Whole staff meeting on INCLUSION SENCo to attend PAAC meetings once termly	Termly Ongoing	
Medium term	To arrange training to meet school and professional development needs To ensure all children able to access curriculum, including in a quiet individual/group learning area for children.	SENCo and Inclusion Coordinator to inform staff through INSET. Governors informed by HT and Link Governors at Full Governors meeting. Appropriate differentiation and advice sought as needed.	Ongoing Ongoing	
Long term	To ensure full participation of pupils to the school curriculum.	To seek advice from relevant agencies as needed. Staff Training	 Ongoing/when needed	

Increasing Accessibility: Strand B: Improving the Physical Environment of Goosewell School

	Targets	Strategies	Timeframe	Goals Achieved
Short term	To audit the physical environment of the school, noting where changes need to be made for appropriate access.	HT, SENCOs, Resources Governor and Health and Safety Officer walk around school. Identify issues and plan for action.	Annually Funded within school budget share for health and safety.	
Medium term	To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools. To rectify effects of damp external walls and roofing problems along the Admin and Year 5 and 6 south facing walls. To consult parents, pupils and others about the improving signage when accessing the school site.	INSET session for staff. Information evenings for governors and parents. Use Dev. Cap. to carry out repairs at minimum inconvenience to running of the school. Questionnaire, staff meetings, consulting relevant agencies and action.	Contribute to / receive Single Equalities Scheme By end of Term 4 2013 Easter 2013 – Summer 2014 tba Term 5 2013.	
Long term	To continue to ensure disabled access to all areas of the school as necessary. To provide an all weather sports pitch alongside the Y5 and 6 playground and field.	HT, SENCO, Resources Governors to monitor. Draw up community bid and apply to the Armed Forces Community Covenant Board.	2012-2015 March 2013 ? £75,000-£100,000	

Increasing Accessibility: Strand C: Improving the information provided for families with access difficulties at Goosewell School

	Targets	Strategies	Timeframe	Goals Achieved
Short term	Redesign and re-launch of school website	SS/DW/LW Software etc £500 Website manager time School information is made available from other sources. Children are able to access school-based resources from home and link to safe websites used at school. Responses from new parents, children and visitors is positive. Governors are able to access documents remotely.	Re-launch May 2013 with continuous improvement. Review 6 monthly within staff and governor meetings	
Medium term	To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats, including communication difficulties and English as an Additional Language. Identify and train Ethnic Minority Teacher. To access support from relevant support agencies as need arises.	Staff audit Liaise with staff	2012-2015 When available	
Long term	To access support from relevant support agencies as need arises.		On going 2012 - 2015	

Targets	Strategies	Timeframe	Goals Achieved
<p>Links with the wider community. Children make contact with others in a contrasting locality of the UK. A growing understanding develops in what life is like and how in many ways it is similar.</p> <p>Community Environment Area Children are able to access this wildlife environment / garden area in the school grounds, in a safe and controlled manner. As the area matures, their understanding of minibeasts and water habitats develops. Visiting groups are able to access the area, enabling benefits to be shared in a risk assessed. Controlled manner.</p> <p>Naval Family Support: Pupil Premium and PSA involvement Funding enables potentially vulnerable children to receive pastoral care and access to a support and buddies should this be required. Opportunities for service parents to meet, receive support from the PSA and create support networks should they wish to do so.</p> <p>Children get to share experiences with others in a similar situation, take part in shared activities and events, such as Keep In Touch Club. Further develop HMS Heroes work.</p>	<p>Continue annual link with Barclay Primary School in Waltham Forest East London. a school in contrasting part of the UK to raise children's awareness of the geography and environment.</p> <p>Utilise successful bid for £14,000 from MOD £3M mitigating grant.</p> <p>Involve local pre-schools and school settings as being available for community use.</p> <p>With Pupil Premium funding available, highlight areas of need for service children around home stability, uncertainty of parents away, often in a war zone.</p> <p>Continue link with the Plymouth Service Schools Network.</p>	<p>November to June in Y4 every year.</p> <p>March 2013 onwards</p> <p>Ongoing</p> <p>Ongoing</p>	

We are currently reviewing our Single Equality Scheme Policy. This current policy continues to be followed by all staff until further notice.