

BURBAGE C OF E INFANT SCHOOL

Single Equality Scheme

Our Scheme covers a three year period from **Sept 2015** to **Sept 2018**

Introduction

This Single Equality Scheme addresses the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- age
- being married or in a civil partnership
- sexual orientation.
- gender reassignment.
- maternity and pregnancy

This scheme sets out:

- information about our school and the local area;
- our plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- how we have involved people in the development of this scheme;
- what consultation has taken place;
- what our plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;
- who is responsible for making our scheme a reality; and,
- an action plan addressing our equality priorities

This scheme is reviewed every three years and is reported on annually.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need (see appendix 3).

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair well in the education system. We provide both our pupils and staff awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The scheme encompasses our anticipatory duties to plan ahead for any reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils

Monitor, review and reporting

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. It is available in different formats on request to the school office.

Every three years, we will review our objectives in relation to any changes in our school. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document and in the school prospectus.

Publication

This action plan is understood and implemented by all staff. We will ensure that the whole school community is aware of the Single Equality Scheme and our equality information and equality objectives by publishing them on the school website and in newsletters.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

School Aims

Our school vision and ethos statement is “laying the foundations for a lifetime of learning, for those of all faiths and those of none.” This reflects the important role we serve at the beginning of children’s education, and our inclusive approach to our Church School role.

Our aims are that every child will become:

- a happy, confident learner, achieving his or her potential;
- numerate, literate, scientific, creative, reflective and able to use ICT appropriately across these areas;
- beginning to contribute to their own targets for improvements;
- aware of the importance of physical fitness and a healthy lifestyle;
- well motivated, sharing enthusiasm and a love of learning;
- independent, articulate, able to use his or her own initiative and common sense, and able to collaborate and co-operate;
- open to try new ideas and opportunities, developing a wide range of interests and the ability to persevere with tasks;
- knowledgeable about the world and understanding others’ differences and beliefs;
- aware of right and wrong, responsible for his or her own actions through the development of self-discipline, sensitive and caring towards others;
- a valued and valuable citizen of the twenty-first century.

By providing:

- a staff who have a passion for teaching and an ability to inspire learning;
- a broad and balanced curriculum, with high expectations and attainable targets;
- opportunities to enrich children’s spiritual, moral, social and cultural awareness reflecting values of the Christian faith;
- a safe and stimulating environment of which children and adults can be proud, through efficient and creative use of resources;
- exciting, varied and challenging teaching methods that cater for the needs of individual children;
- assessment for learning which enables continual challenge for all and celebration of achievement;
- an open, welcoming, caring atmosphere, valuing the contributions and support of children, staff, parents, governors and the community;
- good examples of adult behaviour and caring attitudes which set standards for children’s own behaviour;
- opportunities for all staff to keep up to date with current educational thinking and develop professionally;
- equal opportunities for all children to take part in every aspect of school life;
- opportunities for parents, through partnership, to understand and contribute to their child’s learning;
- opportunities for children to develop skills enabling them to make positive contributions throughout their life.

Equality Objectives 2015-18

- To lower barriers to learning caused by socio-economic factors.
- To increase staff skills to respond to the needs of a growing group of children with a range of disabilities.
- To close the attainment gap between pupil premium and non-pupil premium children.
- To develop our curriculum to reflect the rich diversity of our local, national and global community.

Indicators of progress towards meeting objectives

- Children from vulnerable groups make at least as much progress as children from other groups.
- Children with a range of disabilities and special needs continue to thrive, and staff to have the skills and confidence to support them.
- Children continue to display attitudes of respect and acceptance towards all members of our community on a local, national and global level.

What kind of a school are we?

Factors of the geographical location of the school:-

The school is a 3 form entry Infant School. All children start school in the September following their fourth birthday. About a third of children live outside the school catchment area. The very large majority of the children enter school at national average or just above. A small group of children have particular special needs, and are either statemented or at School Action Plus. Parents of these children tend to choose our school because of our good record with providing for these children's needs, and because we are an Infant School. 23 children are on the SEN record, of which 1 has a SEND Support Plan and 4 have EHCPs (Sept 2015). In recent years a growing number of children have been admitted to the school with ASD .

Our children generally come from relatively affluent backgrounds, with 88% of families in the lower 50% of National Indices for Deprivation. However, 12% fall within the 70% to 80% band for Employment and Education, and Skills and Training.

Free school meals are 3.7%. The catchment area comprises of two diverse wards in the borough, Lash Hill and St Catherine's (14.9% of households having higher education) and Sketchley and Stretton (18.8%) compared to the National Average of 19.8%. A recent NHS Study categorises Lash Hill and St Catherine's as being amongst the most deprived wards in the county, as well as having particular challenges regarding sexual health.

The large majority of children have English as their first language, and all speak English with fluency. However a small number of families speak Eastern European or Asian languages at home, and some parents have emerging skills in spoken English.

The training taken to position the school well for the equality and diversity agenda.

Training in 2014/15 has included ELSA training, close work with agencies such as Autism Outreach, the Ed Psych service, and the school nurse, and Occupational Health. Governors are well trained in a range of issues, including equality and special needs issues.

School provision

Examples of reasonable adjustments the school makes as a matter of course

- The school has a very inclusive, positive ethos.
- The school currently works closely with a range of agencies to ensure the curriculum and the opportunities it offers are accessible to all children, regardless of disability or additional need
- The school has a strong behaviour policy that meets the needs of the majority of children, but this has been adapted for a small number of children who require additional support, for example those with ASD.
- The school has recently reviewed its staffing structure to build in capacity for support for children with additional needs;
- The school tracks the attainment and progress of all children against challenging targets, and can respond in a timely fashion with a growing range of interventions and support to ensure that all children make good progress.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self Evaluation Form (SEF).

This process determines the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with parent governors and identified parents.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. incidents of prejudiced based bullying recorded)
- the behaviour of particular groups of pupils (e.g. behaviour book, logs for particular groups of pupils)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- attendance data for all pupils and for particular groups
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation through termly parent's forum, results of parental feedback)

Roles and Responsibilities in Implementing the Single Equality Scheme

The Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the Senior Leadership Team are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a link governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

The Senior Leadership Team will:

- have general responsibility for supporting all staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities:

- The SENCo is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Headteacher, and in her absence, the Deputy Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature.

Parents/Carers will:

- have access to the scheme via the school website;
- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child;
- be invited to comment upon the scheme through annual parent questionnaires, and in discussion at the termly Parent Forum.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying/ incidents;

Visitors and Contractors will:

- be responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils. However, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- School council;
- A sample of All About Me surveys.
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Whole staff review meetings;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the Equality Scheme and action plan:

- Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;
- Annual Parent Questionnaires
- Termly Parent Forum.

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible engagement and

to ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-Evaluation Form;
- The School Prospectus.

Adopted by Governors:

Signed: (*Chair of Governors*)

Date:
