

SINGLE EQUALITY SCHEME

Policy Date: March 2019

Review Date: March 2022

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.

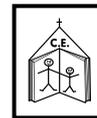
This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:

- disability
- gender
- race
- religion and belief
- sex
- sexual orientation

This scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (eg. 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

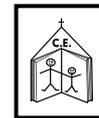
- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment 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

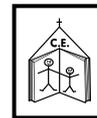
This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair well in the education system. We provide both our pupils and staff awareness of the impact of prejudice in order to prevent any incidents. If incidents occur, we address them immediately through either our behaviour policy (children) and staff disciplinary policy (staff). All incidents are reported termly to governors.

Disability Accessibility Plan

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

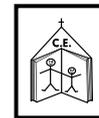
Progress towards our objectives will be renewed annually by the governors Inclusion Committee. We use our programme of annual parent questionnaires, regular face to face meetings with parents (eg. coffee mornings) and discussion with staff and pupils (eg. the school council) to inform our objectives and action plans. Every three years, we will review our objectives in relation to any changes in our school. 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. This document is available in different formats on request to the school office.

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.



Mission Statement

Loving; Living; Learning

Loving

We all belong to the Burbage Church of England Infants extended family (school, church, community). We all care for everyone within it. We believe everyone can be a good friend.

'Love the Lord your God with all your heart and with all your soul and with all your mind.' Matthew 22:37

Living

We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths, and embrace each other's differences, respecting all, and living honest lives together.

'Love your neighbour as you love yourself' Luke 10:27

Learning

Learning is amazing, and we all strive to discover the next exciting adventure. We all believe that we can, and if we can't now, we will soon.

'Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.' Matthew 7:2

Progress towards Equality Objectives 2016-19

- To lower barriers to learning caused by socio-economic factors.

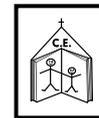
We reviewed our core offer for Pupil Premium children, to include uniform vouchers, free extra curriculum opportunities including clubs, trips, residentials, and music tuition.

Through close monitoring we increased attendance of Free School Meals children.

We extended the range of pastoral provision to include Emotional Literacy Support and Play Therapy.

- To increase staff skills to respond to the needs of a growing group of children with a range of disabilities

There has been an increased programme of training opportunities for whole staff, groups of staff and individuals on a range of additional needs, including dyslexia, ADHD, autism, hearing and visual impairment, social emotional and mental health issues, attachment difficulties and ELSA.



- To close the attainment gap between pupil premium and other children.

Groups of children are monitored carefully to evaluate gaps in attainment or progress, including pupil premium children. All PP children now have a Pupil Profile to identify individual barriers and methods for overcoming these.

Approaches are used flexibly to enable us to meet particular needs of individual children. A range of assessments are used such as Boxall Profile and Precision Teaching to identify small steps in progress where necessary.

- To develop our curriculum to reflect the rich diversity of our local, national and global community

Our curriculum has been enhanced to include opportunities to visit a range of places of worship. The new local agreed syllabus for RE has been fully implemented. Opportunities to discuss and explore a range of global issues are presented in the curriculum, such as discussions about world events.

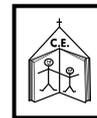
Equality Objectives 2019 – 2022

- To narrow the attainment gap in writing between girls and boys
- To develop the school's provision for children with Social, Emotional and Mental Health Needs
- To develop the curriculum across Burbage C of E Infant and Junior Schools, to include a progressive approach to prepare our children for life in a multicultural society
- To develop "Everyone's Welcome" across Burbage C of E Infant and Junior Schools.

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:

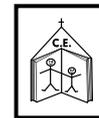
- have general responsibility for supporting all staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Headteacher, provide advice/support in dealing with any 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 parents forums.



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 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.

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;

Burbage C of E Infant School

Loving; Living; Learning



- 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: