



## **EQUALITY POLICY (SINGLE EQUALITY SCHEME)**

# **Single Equality Scheme for St. Mary's CE Primary School**

<b>First Agreed by Governing Body:</b>	<b>2004</b>
<b>Updated:</b>	<b>2010</b>
<b>Revised:</b>	<b>2014</b>

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# **PART A – SINGLE EQUALITY SCHEME**

## **1. Principles of the SES**

### **1.1 Purpose of the SES**

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community regardless of ethnicity, gender, disability, sexual orientation, age or beliefs as defined within the existing equalities legislation.

The purpose of the scheme is to fulfil the duties to promote equality for members of all these “equality strand” groups, and to continue to embed fairness and equality at the heart of our school community, and in all aspects of our school policies, procedures and practices.

Our school aims to provide an academically stimulating but caring environment where every child feels valued and is encouraged to achieve his or her full potential. Christian values and beliefs form the basis of our school ethos and are reflected in the teaching and daily life at the school. Very importantly, we have a strong sense of community where all members of the school are encouraged to respect and value each other.

The SES draws together the duties under the equality legislation and enables us to achieve the following for all groups:

- Promote equality of opportunity through our vision, strategy and practice;
- Eliminate all forms of unlawful discrimination;
- Eliminate harassment and bullying;
- Promote positive attitudes;
- Increase participation in public life;
- Involve disabled people in the development and review of the scheme;
- Take positive action to meet needs, even if this requires more favourable treatment;
- Promote good relations between people of different race;
- Undertake to carry out impact assessments on school policies where appropriate;
- Provide effective and accessible consultation and engagement mechanisms;
- Ensure equality of opportunity for everyone;
- Promote community cohesion;
- Narrow the attainment gap in outcomes between children and young people;

## **1.2 Relevant & Proportionate**

We aim to ensure that our actions are proportionate to the relevance of equalities issues within the school and in relation to our policies, procedures and practices. This means that we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on policies, procedures and practices that have the greatest effect, or potential effect on different stakeholders.

## **1.3 Participation**

Participation is based on information gained about different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different equality strands.

We seek to include representation from the widest range of relevant groups that we can reasonably achieve. The school involves stakeholders including children, staff, parents/ carers and other users of the school in relation to equality duties. We are careful to take into account the preferred means of communication for those with whom we are consulting to ensure a clear basis for understanding.

## **1.4 Anticipation**

We apply the principle of “Anticipatory Duty” in all aspects of our SES which means we try and think ahead about how our policies, procedures and practices may affect different members of the school.

## **1.5 Setting our Priorities**

- Narrowing the attainment gap between different groups of children within the school;
- Improving the attendance and involvement of children and their parents from all the equality strands;
- Improving access to information e.g. translation and interpretation where necessary;
- Improving the involvement of disabled pupils, staff, parents and carers;
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- Promoting positive attitudes towards diversity;

## **2. Responsibilities**

St Mary’s regards equality as a responsibility for all to ensure that our school is a fair, just and cohesive community. The governing body’s duty to promote equality of opportunity and eliminate discrimination is carried out by the Senior Leadership Team (SLT) through:

- Raising awareness of all the duties within the whole school community;
- Ensuring understanding of the broad definition of disability within the Equality Act;
- Sensitively encouraging declaration of equality strand identity by children, parents and carers, staff and other users of the school;
- Ensuring action plans are undertaken for all equality strands and that they meet the specific requirements in relation ethnicity, gender, and disability;

- Setting up the working party, to include governors and staff on the Parents, Pupils & Community Committee and, if required, to co-opt:
  - SLT member
  - Governor
  - Parent/ Carer
  - Staff representative
  - SENCO
  - Associate Members eg. disabled pupils, school council reps, community/ voluntary groups and minority ethnic groups
- Ensuring the principles of relevance, proportionality and reasonable action are applied appropriately;
- Monitor the outcomes and impact of policies, procedures and practices on all groups, and respond with appropriate actions.

### **3. The working party**

Our working party is involved throughout the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- To ensure the involvement of the widest possible range of people representing the different equality strands;
- To arrange for the gathering of information relating to all equality strands;
- To consider arrangements for impact assessment;
- To report to the governing body on outcomes of information gathering and impact assessment.

### **4. Information gathering**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps us to review our performance and enables us to measure how we are delivering on the equalities duties. It also helps us to assess impact assessments more accurately and identify the school's priorities.

The range of information gathered includes:

- Identification of pupils, parents, carers staff and other users of the school representing the different equality strands;
- Pupil attainment and progress data relating to different groups;
- Pupils' views actively sought and incorporated in a way that values their contribution;
- Information about how different groups access the whole curriculum;
- Sports and activities choices for all groups;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on recruitment, development or retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions to secure the involvement of parents and others who have been identified as difficult to engage;
- Attendance data by groups;

## **5. Outcomes**

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals or groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various equality strands and other vulnerable groups.

## **6. Equality Impact Assessment**

Impact assessment refers to the review of all appropriate policies, practices and procedures in order for us to identify and promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's policies, procedures and practices are developed in as inclusive and equitable way as possible.

We aim to undertake a screening process of all policies to help us to know how much each one promotes equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but rather an aid to managing the process.

Every new policy, procedure or practice is drawn up with regard to the school's SES duties.

## **7. Action Plans**

We have action plans covering gender, race and disability detailed in the attached appendices, which detail how we are taking action to fulfil both the general and specific duties.

Our action plans are incorporated into the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Who has lead responsibility;
- Resource implications;
- Specific dates for impact assessment and review.

The SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. The policies are listed in the appendices and significantly include the Accessibility Plan, Safeguarding Policy.

## **8. Publication and Reporting**

The working party decides how best to publish the SES. The school will provide a copy in a range of formats for those requiring it and consider how to make it actively available to those identified as difficult to engage.

The school will report annually on the progress made on the action plans and impact of the SES itself on school ethos and practice within the school in addition to the impact assessment done on the full range of policies, procedures and practices.

## **9. Review**

As part of the review of the SES, the school commits to:

- Using the impact assessments to ensure that actions taken have a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. The process continues to:

- Involve the participation of a full range of stakeholders;
- Be evidence based – using information and data that the school has gathered and analysed;
- Use the evidence to do accurate impact assessments which inform priorities.

## GENDER EQUALITY ACTION PLAN – SEPTEMBER 2011 - 2014

	Priority	Responsible Person	Action Required	Resources	Timescales	Monitoring & Evaluation	What success looks like
<b>BE SAFE AND HEALTHY</b>	To identify the sports needs of boys and girls		Evaluate take up rates of boys and girls of school based sports clubs and talk to the children who are not in clubs for their reasons		At least once a term	Ask the the boys and girls what sport they would like to take part in	Equal numbers of boys and girls participating in sport
	Recognise that social and cultural factors affect how pupils view gender		Address in class issues such as boys view learning as “uncool”		ongoing		
<b>ENJOY AND ACHIEVE</b>	Overcome gender differences in attainment  Tackling boys negative attitudes to school		Avoid generalization and examine how other factors may impact on the achievement of boys and girls. Identify patterns of weakness, such as girls mathematics, boys handwriting  Variety of strategies needed, including focus on positive male role models and possibly engage with fathers more to draw them into school life, if appropriate				Equality in attainment

	Priority	Responsible Person	Action Required	Resources	Timescales	Monitoring & Evaluation	What success looks like
	Eliminate gender stereotyping of careers and widen work opportunities		Positive role models to visit and speak to the children about their work.				Girls who do well in school also do well in the workplace and do not necessarily go for low status low pay jobs
<b>MAKE A POSITIVE</b>	Develop a culture in school that encourages positive relationships between the pupils		Assembly and classroom talks to challenge assumptions that underlie bullying, stereotyping and sexual harrassment				
<b>ACHIEVE ECONOMIC WELL BEING</b>	Girls' educational achievements are not necessarily helping them to take up well-paid jobs. Women earn on average 17% per hour less than men for full-time work.		Provide excellent role models to inspire the girls - closer links with local businesses, particularly those that are managed or owned by women.				

	<b>Priority</b>	<b>Responsible Person</b>	<b>Action Required</b>	<b>Resources</b>	<b>Timescales</b>	<b>Monitoring &amp; Evaluation</b>	<b>What success looks like</b>
	Avoid gender differences in our staff pay structure		We will have to gather sufficient information to enable us to ensure that any pay decision we make is free from discrimination. If we become aware of elements within pay systems that may cause pay discrimination, we should alert the relevant pay body				

## **RACE ACTION PLAN – SEPTEMBER 2011 – 2014**

### **Background**

St Mary's School pupils are drawn from a fairly close area around the school sites in Twickenham. The ethnicity of the majority of pupils is white British (85%) followed by a diverse range of languages, religions and lifestyles that form part of our pupils' home culture. English is the main spoken language with a minority of pupils speaking English as an additional language (4.5%). We have a number of children with access to two or more languages at home, eg. English and Gujarati, Hindi, Urdu, French, Dutch, Russian, German, Hebrew, Greek, Cantonese and Turkish. Governors and staff are predominantly from white British ethnic backgrounds. Any racist incidents are recorded on the inequality incident log using the inequality incident recording form (see Appendix D) and numbers and types of incidents are sent to LBRUT each term.

### **Commitments**

We are committed to:

- actively celebrating diversity<sup>1</sup> and promoting knowledge of a variety of cultures and faiths
- actively tackling racial discrimination, promoting equal opportunities and good race relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential regardless of their ethnicity, colour, faith, etc;
- making sure the race equality policy and its procedures are followed.

### **Responsibilities**

#### **Governing body**

The governing body is responsible for:

- making sure the school complies with the Race Relations (Amendment) Act 2000;
  - making sure the race equality statement and its procedures are followed.
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## **Headteacher**

The headteacher is responsible for:

- making sure the race equality statement is readily available and that governors, staff, pupils and parents/guardians know about it
- making sure the race equality statement is followed
- producing regular information for staff and governors about the statement and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of racial harassment and racial discrimination
- promoting diversity and equal opportunities through:
  - our formal curriculum (the programme of lessons)
  - our informal curriculum (extra-curricular activities)
  - our 'hidden' curriculum (the ethos of the school, the quality of personal relationships, etc).

## **All staff**

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- promoting diversity and equal opportunities through:
  - our formal curriculum (the programme of lessons)
  - our informal curriculum (extra-curricular activities)
  - our 'hidden' curriculum (the ethos of the school, the quality of personal relationships, etc).

## **Staff with specific responsibilities**

The leadership team has responsibility for equal opportunities, which includes responsibility for our race equality statement.

## **DISABILITY ACTION PLAN – SEPTEMBER 2011 - 2014**

### **Definition of disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The Act does not provide a list of impairments that are covered, but instead considers the effects of impairment on a person.

Many people with a health condition do not think of themselves as 'disabled' - but they may have rights supported by the Disability Discrimination Act.

### **Background**

The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA Equality Act 2010;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This applies to all disabled pupils, staff and those using services provided by our school.



	<b>Priority</b>	<b>Responsible Person</b>	<b>Action Required</b>	<b>Resources</b>	<b>Timescales</b>	<b>Monitoring &amp; Evaluation</b>	<b>What success looks like</b>
<b>ACCESS</b>	To try to reduce the instances of bullying and harassment of disabled people	HT	Keep a separate log of cases involving disabled people.	Circle of friends Anti bullying week Circle time PSHCE weekly lessons	Ongoing	HT report to Governing Body	A separate log of cases that may shed light on any trends or patterns.
	To ensure disabled access to out-of-school activities (where reasonable), including movement between sites	HT Staff SEG Governing Body	Provide additional transport requirements/ advance planning by activity leader(s) to ensure accessibility		Ongoing	Member of PP&C committee to review annually with HT	Reasonable adjustments made to ensure fully inclusive activities enjoyed by all participants
<b>EMPLOYMENT &amp; TRAINING</b>	Ensure that any new disability encountered at the school is catered for	HT SENCO	Assessment of that disability is made and any reasonable adjustments are made	LEA funding	As required	HT to review annually	A newly arrived disabled person is able to participate to their full potential in school life
	Ensure job descriptions and person specifications do not contain unnecessary requirements	HT Pay & Staffing committee	Review all job descriptions to ensure they are relevant and upto date	None	As required		All job specifications have been reviewed
	To procure any reasonable teaching resource that may be required	HT LEA Finance and Curriculum Committees	Staff requirements to be reviewed	LEA School Funding	Termly	Member of PP&C committee to review annually with Finance & Curriculum chairs	Additional recruitment will have been made if required

	To facilitate regular meetings, involving staff, specialist agencies, parents etc to disseminate the accumulated expertise & information	SENCO SEG staff Staff PP&C committee	To set up a timetable of meetings with a programme of discussion topics shared between SEN & SEG children as appropriate	None	At least termly	Member of PP&C committee to review annually with HT/ SENCO/ SEG	Regular meetings are held where sharing of information is made
	<b>Priority</b>	<b>Responsible Person</b>	<b>Action Required</b>	<b>Resources</b>	<b>Timescales</b>	<b>Monitoring &amp; Evaluation</b>	<b>What success looks like</b>
	To procure training for all staff on how to best deliver the curriculum for disabled pupils and to give all staff and pupils confidence to interact with disabled people	SENCO SEG HT Staff	Development of CPD programme to raise awareness	LEA School Funding	On going	HT report to Governing Body	Staff are aware of a wide range of disabilities and have confidence in delivering the National Curriculum to disabled children.
<b>ENGAGEMENT &amp; CONSULTATION</b>	Establish a Disability Equality Committee focus group to report regularly to the Governing Body	PP&C committee	Regular meetings to be held involving staff, specialist agencies and parents to continually engage, consult and share expertise. To monitor implementation of this Action Plan	None	At least once a term	PP&C committee reports to Governing Body	Disabled groups feel represented at Governing level. Action plan being implemented
	Disability Awareness events	HT SENCO Governing Body	Guest speakers to be invited into the school to celebrate diversity and raise awareness	Guest speakers	As appropriate	Member of PP&C committee to review annually with HT	The school is visited by a variety of different speakers

<b>PROMOTION &amp; PUBLICITY</b>	To encourage all disabled individuals to participate, to their full potential, in all aspects of school life	HT SENCO Staff Curriculum Committee	To review all areas not just in the classroom but also in the playground, clubs and PE to ensure that disabled children are encouraged to participate to the best of their full potential.	None	Annually	Specific question at the IEP meeting or annual review.	Disabled people are fully integrated into school life as far as reasonably possible
	Review the school's website	SENCO Ruth Anderson	Ensure that all relevant documents including this Single Equality Scheme are available in variety of formats.		As appropriate	HT	Disabled people can access, at a minimum, contact details, newsletters and school policies in a variety of formats.
	<b>Priority</b>	<b>Responsible Person</b>	<b>Action Required</b>	<b>Resources</b>	<b>Timescales</b>	<b>Monitoring &amp; Evaluation</b>	<b>What success looks like</b>
<b>PROMOTION &amp; PUBLICITY</b>	To make sure that disability equality is considered and included where appropriate in every school policy	PP&C committee Governing Body	As policies come up for review, disability issues will be considered at that time	None	As appropriate	Governing Body	At the end of the policy review cycle Disability Equality will have been considered in all policies.
	All prospective parents to be informed of provision for disability	HT SENCO	To review and update the school's Prospectus to include information about actions undertaken by the school in this regard		Annually	Governing Body	School prospectus will be up to date with the latest disability actions undertaken by the school
	Keep the AEN Self Review Framework updated	SENCO	Access through the school's extranet		Termly	HT	The self review framework is a useful tool to monitor the school's progress and self evaluation in additional educational needs

	Ensure that all external providers of services at the school are informed & have access to the DES	HT	A copy of the school's disability policy and action plan are available to all outside service providers	None	As appropriate	Member of PP&C committee	External providers will have read the school's disability policy.
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