



Eastfield Primary School

Equality Policy

2017-2019

Date: May 2017

Review Date: May 2020

At Eastfield Primary School we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships that show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this.

We are committed to ensuring the participation of all our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.

Introduction

All schools have a duty to comply with a large and complex suite of equality legislation. This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular

the Equality Act 2010, which provides a single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic* and those who do not. In particular, to the need to:
 - a. remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
 - b. take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - c. encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to:
 - a. tackle prejudice, and
 - b. promote understanding

Eastfield Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. It brings together school objectives for Disability, Race and Gender Equality, thus meeting the school's statutory duties in these areas. It also begins to consider how the school develops its approach to equality, diversity and community cohesion for all our pupils, staff, parents and carers, and the wider community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

This Single Equality Scheme has been developed collaboratively and is the result of Eastfield Primary School working with pupils, staff, parents and carers, and school governors. A number of consultations, discussions, both formal and informal, have been held with a variety of our stakeholders. We have ensured that the contributions of all are valued and have responded both verbally and in writing to ideas and suggestions of parents and carers.

The scheme also highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of this policy and its related action plan, and the need and commitment required to ensure the scheme is a success.

This scheme is intended to cover all pupils, staff and parents with particular reference to the nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality **Scheme**
- ensure that the **scheme** is implemented effectively and is embedded into the culture of the school
- review the scheme every 3 years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- 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 SLT are kept up to date with any development / action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

The Governing Body will:

- support the head teacher in implementing any actions necessary
- inform and consult about the parents about the scheme
- evaluate and review this scheme every three years

The Parent / Carers will:

- have access to the scheme
- be encouraged to support the scheme and adopt its principles
- have the opportunity to attend any meetings / awareness raising sessions to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme

- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme

Disability Equality

Key Issue	How identified
Staff identifying training requirements regarding specific physical disabilities of children they teach/support in order to ensure full inclusion of children in all areas of school life,	Staff audit Advice from ESPD, SENCO , other agencies

Good practice	Evidence
Accessibility Plan in place, reviewed annually by SENCO and SLT.	Accessibility Plan
Rigorous monitoring of all children's progress, comparisons made between specific groups of children, including SEN population. Analysis of progress informs provision within the school.	Progress and tracking data.
Annual audit of staff training needs for SEN/disability.	Audit and analysis Staff development record

Race Equality

Key Issue	How identified
Diverse community - need to ensure tolerance of many faiths, beliefs and cultures, effects of stereotyping and prejudice.	Census data

Good practice	Evidence
Examples needed	

Policy to Promote Race Equality and Cultural Diversity	Curriculum inclusion of race equality and cultural diversity.

Gender Equality

Good practice	Evidence
Rigorous monitoring of all children's progress; comparisons made between specific groups of children including gender. This has resulted in changes to the curriculum to ensure it is engaging; a focus on learning styles to ensure we are meeting the needs of all learners.	Progress and tracking data, Medium Term Plans, Short term planning, gender.
All school policies are mindful of gender issues and promote gender equality	School policies
Promote gender equality within our workforce	Recruitment procedures
Actively promote parenting by both parents/carers	Twitter account, Family Learning, Equal Opportunity Policy, Wellbeing Worker contact.
Equal Opportunity Policy	Policy document

Age, Faith & Belief and Sexual Orientation

Good practice	Evidence
Recruitment procedures	See recent recruitment information and person specifications
Our school uniform is fair and reasonable and takes account of pupils from	Website information and school prospectus

particular religious groups.	
------------------------------	--

Discrimination and Harassment

These are the positive steps we have taken to tackle discrimination within our school.

Good practice	Evidence
Incidents of discrimination and/or harassment are dealt with promptly and in line with school policy	Incident reports and returns to LA
The school has adopted the HCAT policies and works within the HCAT guidance.	Whistleblower Policy HCAT statutory policies
The school has a robust anti- bullying policy and procedures which are rooted in Restorative Practices and fair process	

Equality Objectives

The implementation of this scheme has identified specific actions from the following nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership, that will enable the school to move forward in promoting the diversity agenda and achieve the equality objectives.

We have considered the information collected above and have identified (3) insert relevant number key objectives that our school will focus on this year. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are: ??????

1. To ensure all our pupils attend school regularly and on time and reach the National average of 96% for all.

2. To ensure all pupils reach age related national expectations.

3. To promote spiritual, moral social and cultural development through all appropriate curricular areas to enable our children to develop an understanding of other cultures and beliefs and challenge prejudice.

These actions are referred to the Governors annually.

Single Equality Action Plan: May 2017 - February 2019

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To ensure all pupils attend school regularly and on time and achieve the target of 96% for all groups	Raise profile of attendance- weekly newsletters Half termly reviews- children below 90%- action plan Early Intervention System ?????	Head Emotional well being worker Admin- attendance Officer	On-going Half termly- 6 week review	No child on PA ??? All identified groups at 96%
To continue to promote spiritual, moral, social and cultural development through all appropriate curricular areas to enable our children to develop an understanding of other cultures and	Revised syllabus for RE Kaleidoscope Key Values prominence through assemblies Global links	SLT RE/PSHCE LEAD	On -going	Children have factual knowledge about other faiths and cultures. Community is tolerant and stereotypes/ prejudice are challenged from within.

challenge prejudices.				
Monitoring arrangements: Equality issues recorded and leaders informed.				
Review dates: Accessibility Plan reviewed May 2017				