

BRANDESBURTON PRIMARY SCHOOL

Single Equality Scheme 2016 - 2018



Scheme agreed by Governors.....2016

Annual Review of Action Plan.....2018

“Together We Believe, Together We Achieve”

Check list for school staff and governors

- ✓ Is information collected on race, disability and gender with regards to both pupils and staff eg pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities our school provides?
- ✓
- ✓ Has our Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity.
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of our school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions?
- ✓ Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Introduction and principles

"Together We Believe, Together We Achieve"

We are an inclusive school that recognises and celebrates the needs, religions, beliefs and cultures of all members of our school community. We pride ourselves on celebrating the achievements of all our pupils to ensure that they feel valued. We constantly strive to ensure that provision is fully inclusive and that the curriculum is creative and accessible to all. We have close links with all parents that enables us to work collaboratively to ensure equality.

Purpose of the SES

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

The purpose of our **Single Equality Scheme (SES)** is to fulfil our duties under existing equalities legislation and to:-

- promote equality of opportunity through vision, strategy and practice;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying;
- keep records of bullying or harassment where appropriate related to equalities and report as required to the Local Authority (LA);
- promote positive attitudes;
- take positive action to meet needs;
- promote community cohesion;
- narrow the attainment gap.

As far as is reasonable, we apply the highest requirement of the law while taking into account the need to apply the test of what is **relevant and proportionate**.

Responsibilities

The governing body is responsible for ensuring compliance with the Equality duties. The Lead Governor for this is:- Mr P White

The Senior Leadership Team is responsible for:

- providing accurate and appropriate information to the Governing Body.
- meetings with parents, staff, pupils and governors to raise awareness.

- providing training and support where appropriate.
- ensuring action plans are undertaken.
- monitoring outcomes and impact.

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 subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

A wide range of information is gathered to support our planning and action:

- identification of pupils, parents, carers, staff and other users of the school;
- pupil attainment and progress data relating to different groups;
- records of bullying and harassment on the grounds of any equality issue;
- exclusions;
- persistent absenteeism, attendance and punctuality data for all groups of pupils;
- views sought and incorporated in a way that values their contribution;
- data on the recruitment development and retention of employees;
- outcomes of activities promoting community engagement and cohesion.

The Working Party

The school regards equality as a responsibility for all. All members of our community contribute to ensuring that our school is a fair, just and cohesive community. Our working party is involved in 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 report to the leadership team on outcomes of information gathering and impact assessment.

The working party consists of:

Headteacher-	Mrs J Ledingham
SENCO -	Mrs K Platten
Teaching Representative-	Mrs R Altoft
Non Teaching Representative	– Mrs K Janes
Governor	- Mr P White

Implementation

Relevant action plans will form part of the School Improvement Plan

Our SES relates to a range of other policies and plans, including Accessibility Plan, Safeguarding Policy, Community Cohesion Policy, SEN Policy and Inclusion Policy.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body.

When reviewing policies, procedures and practices, consideration is given to promoting equality and ensuring no person is disadvantaged by school activities through discrimination.

Publication and Reporting

The Single Equality Scheme is available in the School Office and on the school website. Website address www.brandesburton.eriding.net

Review

As part of the review of the SES, the school will revisit the policy annually to identify priorities and actions.

This process continues to:

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

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Question about parent awareness of Equality Scheme in annual survey	JL Governing Body JL, KP	March 2014	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Governing Body JL, DP	Termly ongoing	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
All and local community	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	All staff	Sep 2014 ongoing	Notable increase in participation and confidence Assemblies – successful
All	To promote the fundamental British Values through the curriculum, considering life in Modern Britain.	JL and Governing Body will use self-evaluation evidence to assess the impact of the school's response	All staff	Ongoing	Pupils have an increased awareness, knowledge and understanding of British values.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	KP, SC and All staff	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council , collective worship, fund raising etc.	Planning, diary, logs	Member of staff leading on school council	Ongoing	
Race Equality Duty	Identify, respond and report racist incidents. Report the figures to the Governing body/Local Authority on a termly basis.	JL and Governing Body will use the data to assess the impact of the school's response to incidents. Are pupils and parents satisfied with the response?	JL Governing Body	Reporting: December, April and July	Teaching staff are aware of and respond to racist incidents
Gender Equality Duty	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, assemblies, fund raising etc. and achievement levels.				
Disability Equality Duty					
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments
	To ensure that progress for pupils eligible for Pupil Premium Funding are tracked to ensure provision is appropriate.	Achievement data analysed by Pupil Premium	All staff	Ongoing	Progress indicates satisfactory or better progress.

Brandesburton Primary School

Equality strand	Legislation		General Duty	Specific duties
All	Human Rights Act (1998), Article 14: Rights... 'without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'			Inclusion Policy
Gender (sex)	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004		Eliminate discrimination Promote equality of opportunity	Gender equality scheme <ul style="list-style-type: none"> ▪ Monitor implementation ▪ Assess impact ▪ 2 year review
Race (Ethnicity)	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000		Eliminate discrimination Promote equality of opportunity Promote good relations	Race equality policy <ul style="list-style-type: none"> ▪ Monitor implementation ▪ Assess impact ▪ 2 year review Record incidents and report to LA
Disability	Disability Discrimination Act 1995, as amended Special Education Needs and Disability Act 2001 Disability Discrimination Act 2005		Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation	Disability Equality Scheme <ul style="list-style-type: none"> ▪ Monitor implementation ▪ Assess impact ▪ 2 year review ▪ Report annually SEN policy & Accessibility Plan <ul style="list-style-type: none"> ▪ Report annually
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sec 81	Employment & provision of goods & services including Education	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> ▪ Less favourable treatment ▪ Disadvantage ▪ Any other detriment – including harassment 	None
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006		Eliminate discrimination on the basis of: <ul style="list-style-type: none"> ▪ Less favourable treatment ▪ Disadvantage Any other detriment – including harassment	None
Age	Employment Equality (Age) Regulations 2006	Employment only	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> ▪ Less favourable treatment ▪ Disadvantage ▪ Victimization ▪ Instructions to discriminate ▪ Harassment 	None