



# Short Wood Primary School

## Single Equality Scheme

Date of Policy creation	Sept 2014
Policy lead	Tracey Wynn
Date of Policy adoption by Governing body	25 <sup>th</sup> September 2014
Frequency of review	Annual Review (reported) Full review 3 years
Review due	Annual: Dec 2015 Full: Dec 2017



## Single Equality Scheme

### Contents

---

<b>Introduction</b> Policy Statement	<b>3</b>
<b>Meeting our duties</b> The Equality Act 2010 The Public Sector Equality Duty The Specific Duties	<b>4</b>
<b>Development of the Scheme</b> Links to other School Policies	<b>8</b>
<b>Roles and Responsibilities</b> Governing Body Headteacher and Leadership Team Teaching and Support Staff Visitors	<b>9</b>
<b>Collecting and analysing equality information</b>	<b>10</b>
<b>Commissioning and Procurement</b>	<b>11</b>
<b>Publicising our Scheme</b>	<b>11</b>
<b>Making it happen</b> Implementation Reporting Monitoring	<b>12</b>

Appendix 1: Short Wood Primary School Equalities Information  
Appendix 2: Single Equalities Scheme Action Plan  
Appendix 3: Questions asked of parents/carers  
Appendix 4: Accessibility Action Plan



## Introduction

---

Short Wood Primary School's mission statement says 'We offer all children opportunities and experiences to shine and be the very best they can be.' Valuing diversity is central to achieving this overall aim of the school. We are committed to ensuring equality of education and opportunity for all pupils, staff parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

## Policy Statement

- Short Wood Primary School acknowledges, and welcomes, diversity among pupils, staff and visitors.
- We do not discriminate against anyone, child or adult, on the grounds of their gender, race, age, religion, nationality, sexual orientation, or disability.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We expect that all pupils can make good progress and achieve to their highest potential.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers.
- We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and improve delivery of information.



## Meeting our Duties

---

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

### **The Public Sector Equality Duty or General Duty**

The general duty requires that all public organisations, including schools should:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

### **The Specific Duty**

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable



## **Race Equality**

This section of the scheme reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty on schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Short Wood will meet this duty by:

- celebrating our diversity through curriculum planning - incorporating an anti-racist and multi-cultural perspective in all curriculum areas (see policy documents).
- displays that reflect and validate the languages of the community and the life experience of the children in our school.
- communication with parents - oral and written translation into community languages
- ensuring that all new staff, parents and visitors on entry into school are made aware of our commitment, values and expectations through the Staff Handbook, School Prospectus, Information for Supply Teachers and Student and Works Experience Handbook.
- ensuring all staff including teachers, teaching assistants, admin staff, lunch-time supervisors and cleaning staff have access to relevant INSET and are given specific training in the understanding of the Single Equality Scheme and its implementation.
- having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LEA policies and guidance.
- ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures and that action is taken to support the victims.
- ensuring that all pupils, staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable.
- catering for the dietary and dress requirements of different religious groups and enabling pupils to observe festivals and events relevant to their faith.
- working with parents and carers and with the wider community, to tackle racial discrimination and to follow and promote good practice

See Appendix 1, Short Wood Primary School Equalities information, for current numbers of pupils.



## **Disability**

This section should be read in conjunction with the school's Special Educational Needs and Disability Offer.

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **The Definition of Disability**

The Disability Discrimination Act 1995 (DDA) 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'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

See Appendix 1, Short Wood Primary School Equalities information, for current numbers of pupils.

## **Discrimination disabled people face**

Disabled people are discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people



### **Involvement of disabled people in developing the scheme**

In developing this scheme we have consulted with

- Disabled pupils
- Non disabled parents of disabled children

We asked for their views on the schools provision for them and whether they feel our ethos promotes inclusion and equality. Their answers to our questions prompted points on the action plan.

(See Appendix 3, Questions to Parents/Carers of disabled pupils)

### **Accessibility**

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

An Accessibility Action Plan was completed in December 2010 and is due to be revised and updated December 2014 (See Appendix 4)

### **Gender Equality**

The general duty to promote gender equality means that we must have due regard to:

- Eliminating discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women / boys and girls

See Appendix 1, Short Wood Primary School Equalities information, for current numbers of pupils.

### **Transgender**

Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### **Community Cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

### **Sexual Orientation, Religion and Belief, Pregnancy and Maternity**

We must ensure that we do not discriminate on these grounds.



## Development of the Scheme

---

We involved pupils, staff, governors, parents and carers in creating the Single Equality Scheme and Action Plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan. Examples include:

- Governors interviewing parents and carers (see Appendix 3)
- Pupil voice interviews and learning conferences with SLT
- Discussions at School Council meetings
- Parent and Pupil questionnaires
- Discussions at Governing Body Meetings
- Local Authority input. From SIP and Governor Pupil Premium training courses

### Links to other School Policies

Although this Scheme is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan (SDP), Raising Achievement Plan (RAP), School Website and Newsletters.

Other policies which have informed this Scheme and include references to equality include:

- SEN policy and SEND offer
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Pupil Premium Action Plan
- Attendance Policy

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.





## Roles and Responsibilities

---

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this Scheme and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Scheme and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### **Headteacher and Leadership team**

The Headteacher is responsible for implementing the scheme; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the scheme and for monitoring outcomes.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.



We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this scheme.

### **Collecting and analysing equality information**

---

We collect, analyse and publish data on the school population by gender, ethnicity, English as an Additional Language (EAL) and Special Educational Need or Disability. We also collect, analyse and use data in relation to attendance of different groups.

Short Wood Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil his or her potential. 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 wide range of information gathered to support our planning and action to promote equality includes the following:

- Attainment and Progress levels relating to different groups
- Attendance levels relating to different groups
- Participation in extra-curricular activities
- Complaints of bullying or racial incidents

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.



## Commissioning and Procurement

---

The School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

## Publicising our Scheme

---

The Single Equalities Scheme will be available to all persons on request and explained to all stakeholders through:

- School website
- Governing Body meetings
- Staff meetings
- A paper copy available on request



## **Making it happen**

---

### **Implementation**

This Single Equality Scheme represents the school's vision backed up by key actions, which will be carried out within the next three years. (See Appendix 2, SES Action Plan 2014-2017)

This action plan will be reviewed and evaluated annually by the senior management team and governing body to show:

- What progress has been made in terms of implementing the action plan
- The impact of the actions taken
- Actions which still need to be taken

### **Reporting**

There will be an annual report on this scheme demonstrating the above findings and including information gathered during the year. This report will be published as follows

- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary

### **Monitoring**

The effectiveness of this Single Equality Scheme will be evaluated with the school improvement partner and with Ofsted when the school is inspected.

*If you need further copies of this document, or would like the document in another format please contact Short Wood Primary School*

---



## Appendix 1

### Short Wood Primary School Equalities information

#### Pupils

Gender	
Girls	252
Boys	255

507 Pupils in total Ethnic Categories							
White British	196	Mirpuri Pakistani	108	Other Pakistani	114	Indian	3
White & Black Caribbean	9	White & Asian	12	Black African	7	White & Black African	3
Any other white background	2	Any Other Mixed Background	3	Any other Asian background	9	None	5
White European	32	Chinese	1	Black Caribbean	1	Information Refused	1

Disability Categories			
Not Collected	0	Needs Medication	0
No disability	0	Problems with Incontinence	0
Problems with Mobility	0	Problems with Communication	37
Problems with Hand Function	0	Problems with Hearing	2
Problems with Personal Care	0	Problems with Vision	4
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	0



Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	<b>80</b>	<b>406</b>
School Action	<b>9</b>	<b>47</b>
School Action Plus	<b>9</b>	<b>48</b>
Statement	<b>1</b>	<b>6</b>

Religion & Belief					
Muslim	<b>229</b>	Christian	<b>91</b>	Sikh	<b>0</b>
Roman Catholic	<b>15</b>	Hindu	<b>0</b>	No Religion	<b>142</b>
Buddhist	<b>2</b>	Jewish	<b>0</b>	Other Religion	<b>18</b>
Anglican	<b>2</b>	Methodist	<b>1</b>	Unknown	<b>0</b>



**Appendix 2**

**Single Equality Scheme Action Plan**

**2014-2017**

Action	Timescale	Led by	Success Criteria	Monitored by
<b>Disseminate the SES and action plan</b> <ul style="list-style-type: none"> <li>• Scheme adopted by Governing Body after discussion</li> <li>• SES circulated to all staff and discussed in a staff meeting</li> <li>• Policy on school website</li> </ul>	Complete by end of Autumn term 14	TW	School community aware of SES and actions.	SLT and Governors
<b>Ensure all parents are encouraged to participate in the education of their children and the life of the school</b> <ul style="list-style-type: none"> <li>• Information for parents is available in user friendly languages and translated as appropriate</li> <li>• Group sessions on teaching and learning for parents</li> <li>• Parent workshops with children</li> </ul>	ongoing	JG All Staff	Parents are involved as co-educators. Celebrating diversity Promoting good practice; incorporating an anti-racist and multicultural perspective in all meetings.	SH
<b>Ensure that action is taken to enable all pupils to achieve their potential</b> <ul style="list-style-type: none"> <li>• Monitor vulnerable groups achievement and progress</li> </ul>	ongoing	TW	Improved attainment and progress for identified groups. See RAP, SDP and PP action plan for further information regarding specific groups	SLT and Governing body



<ul style="list-style-type: none"> <li>• Identify underperforming pupils and groups</li> <li>• Set targets and identify intervention needed</li> <li>• Monitor and evaluate intervention</li> </ul>				
<p><b>Evaluate systems for information gathering in order to meet the general duties.</b></p> <ul style="list-style-type: none"> <li>• Review admission forms</li> <li>• Review communication options with parents</li> </ul>	14-15	Admin team SLT	Accurate information is gathered and stored sensitively in line with SES.	SLT and Governing body
<p><b>Ensure that the curriculum is planned to incorporate the principles of equality set out in this SES</b></p> <ul style="list-style-type: none"> <li>• Review RE and SMSC provision across key stages</li> <li>• Ensure coverage across the school</li> <li>• Share good practice in staff meetings</li> <li>• Review RE and SMSC policies in light of findings</li> </ul>	Spring Term 15	RE/SMSC coordinator	Curriculum reflects the culture and languages of all pupils. Curriculum promotes positive attitudes towards diversity. Different cultural and religious traditions are valued in their own right and made meaningful to children.	SH





## Appendix 3

### The General Duty

The Disability Discrimination Act 2005 places a **general duty** on schools.

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- 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 is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by the school.

### Questions to parents/carers of disabled pupils

How was information collected on your child's disability, was this information used to improve the provision of services?

Is pupil achievement monitored by disability?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Is bullying and harassment of disabled pupils monitored? Have you had any issues?



Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability? Do you think it should/have any ideas?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats that are accessible if required? Is everyone aware of this?



**Appendix 4**

**Short Wood Primary School Accessibility Action Plan 2010- 2014**

**Access to the Physical Environment**

<b>Action</b>	<b>By whom ?</b>	<b>When ?</b>	<b>Monitoring</b>	<b>Success Criteria</b>
School is aware of the access needs of disabled children, staff and parents/carers	Head teacher SENCO  Head Teacher Caretaker	On going and through all transition meetings for new parents  Staff training for use of the stair lift	Head teacher through responses by children, teachers, parents/carers involved. Undertake confidential survey of staff and governors to ascertain access needs and ensure they are met in meetings etc. Minutes of training session and register	Access plans for individual disabled children as part of IEP practice in place. All staff are aware of pupils, staff, parents / carers access needs  All staff will be able to work the lift successfully
Review signage systems across the school	Head Teacher SENCO SEN Governor Caretaker	Spring/Summer 2010	Will symbols support pupils across the school Communication in print - some support needed to set up To support pupils who are using a visual	Pupils using visual timetables will be supported and confident when moving around school and accessing resources



			timetable	
School staff are better aware of access issues	Head teacher, SENCO, Health and Safety Rep. and Governor for health and safety	On going	Head teacher to circulate Access Plan to all members of staff and Governors	Access issues not influencing recruitment and retention decisions. Access issues not influencing admissions into school
Ensure access to main entrance is clear	Head teacher Office staff , Caretaker	On going	Caretaker to ensure furniture is organised so that reception area outside main office is wheelchair accessible	Disabled parents and carers visitors feel more welcome
Ensure all fire escape routes are suitable for all	Advice from LA Health and Safety Officer, Head teacher, Staff and Governor Health and Safety Rep.	On going	Health and Safety Committee	All disabled pupils, staff, visitors and volunteers to have safe independent evacuation in emergency situations



**Access to the Curriculum**

<b>Action</b>	<b>By whom?</b>	<b>When?</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Ensure ICT equipment, hardware and software are appropriate in supporting all children's needs	ICT Manager, SENCO	On going	All staff in informal reports to ICT manager and SENCO	School will have hardware and software to support all children
Ensure all staff are aware of and able to use software and resources such as Clicker and 2simple	SENCO, ICT Manager	On going	SENCO, ICT Manager planning	Wider use of these resources being used.
Ensure that all visits are made accessible to all pupils	Head teacher, class teachers, Health and Safety Manager	On going	Review risk assessments for visits by head teacher and Health and Safety Manager	Completed risk assessments prior to all visits. All children to access all school visits and take part in a range of activities
Teachers' planning includes as a matter of course opportunities for all students to take part (differentiating the curriculum) through shared provision maps	By all staff	From now	Head teacher, curriculum managers, LA Advisor Leadership team	All children will have access to a curriculum in which they can take part in, achieve and reach their full potential



CPD for staff regarding disability issues	CPD manager SENCO	On going through LA INSET booklet	INSET manager, SENCO	Raised confidence among staff in strategies for differentiation and increased pupil participation.
Ensure that the PE curriculum is accessible to all and to include disability sports where appropriate	PE manager	On going	Planning Resources for PE PE manager	

**Access to Information**

Action	By Whom?	When?	Monitoring	Success Criteria
Ensure that we ask for all staff, child, parent / carer access needs when joining the school. Admission pack needs reviewing with this in mind	Head teacher and Governors when recruiting new staff. All staff when receiving new children Office administrator.	When joining school as a pupil parent / carer ,member of staff - this process is ongoing	Head teacher All staff Administrator Governors	Access needs of all attending, working and visiting Short Wood will be met where possible
Improve liaison with other feeder nurseries and playgroups and Sure Start Centre	Head teacher Foundation Stage staff	On going	Head teacher /Foundation Stage staff.	Foundation Stage staff will have knowledge of every child's needs



Continue to ensure that there are multilingual signs around school and brochures available for new parents Continue to use questionnaires as a way of gathering information	Head teacher with support from bi-lingual staff clerical translator and SMDS	On going	Head teacher and all staff by monitoring the responses to questionnaires and parent comment box at the end of all letters.	Multilingual signs around school. School Prospectus Parents Pack will be multilingual for those parents who request it.
Ensure that newsletters continue to be translated for specific families where possible. Verbal translating available where necessary	Head teacher ,class teachers, clerical translator, bilingual T.A.'s and teacher	On going	Head teacher and all staff from responses from families	Families will have news letters translated into home language where possible or verbal translation
Continue to provide translator for parents' meetings, meetings with LSAT and annual reviews , and any other external service	Head teacher, SENCO	On going	Head teacher SENCO	All parents made fully aware of the individual learning and social needs of their child