



SINGLE EQUALITY SCHEME

March 2015

The Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our schemes include pupils, staff, governors, parents, carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for all children.

Introduction

The 'Public Sector Equality Duty' means that schools must adopt a proactive approach to equality. In practice, this requires all schools to;

- Take positive and proactive steps to identify potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

Legislation

Equality Duties are not new to schools; The Equalities Act 2010 - The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of 1st April 2001, the 'General and Specific' duties in promoting equality across the full range of protected characteristics are:

- Disability (e.g. physical impairment, sensory impairment, mental health difficulties, medical conditions and learning difficulties)
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual orientation
- Age
- Pregnancy and Maternity

Our Single Equality Scheme (SES) and action plan covers a three year period from **2015 to 2018**. It integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to promoting community cohesion.

It also addresses legislation in relation to religion or belief, sexual orientation and age (three further strands) and therefore includes our priorities and actions to eliminate discrimination and harassment in those areas.

Our SES and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the SES and action plan. This will be reviewed by our board of Governors and we will ensure activity is undertaken in relation to the six equality strands and the promotion of community cohesion.

Policy Statement

- The school acknowledges and welcomes diversity amongst the school community.
- We do not discriminate against anyone, be they child, or adult on the grounds of their sex, age, colour, religion, nationality, ethnicity, sexual orientation or physical or mental abilities.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- The school is opposed to all forms of racism and xenophobia, including these forms that are directed towards religious groups and communities.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems 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 to improve delivery of information.

Meeting our duties

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;

This means:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of the persons who do not share it
- Encouraging 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 persons who share a protected characteristic and persons who do not share it.

Race Equality

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

1. Eliminating racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups.

All racist incidents will be recorded on the 'Child of Concern' forms (appendix 1) and given to the Headteacher. The Headteacher will record this on the schools record and will follow the Local Authority Procedures for reporting racial incidents.

Disability Equality

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

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability-related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

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

1. Make improvements to the physical environment of the school to increase access;
2. Increase access to the curriculum
3. Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

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

- The elimination of unlawful discrimination and harassment
- Promoting equality of opportunity between men and women, boys and girls.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Surrey County Council (the employment body of Eastwick schools) considers that this has been addressed through unified pay and conditions for school teachers.

Transgender

Transgender 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 a school community.

Community Cohesion

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

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of children with those in other schools. This will be achieved through sporting events, village day and any other local events.

We understand we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Age, Sexual Orientation, Religion, Belief, Pregnancy and Maternity

We must ensure that we do not discriminate on these grounds. These schemes must include our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our School Vision and Values

Eastwick Schools Mission Statement is as follows:

AN EASTWICK EDUCATION. READY FOR EVERYTHING

We achieve this by:

Building resilience.

Inspiring creativity.

Living values.

Promoting a love for learning.

Meeting the duties described will mean that all our actions will embody our school's key principles and values, which include that:

- We believe in equal access to opportunities, regardless of ability, age, gender, disabilities or ethnic group.
- We celebrate diversity around the world.
- We respect the religious, spiritual, cultural and moral values of others and will consider thoughtfully their attitudes, values and beliefs. This is evident in the values curriculum that we teach alongside the National Curriculum.
- We provide an atmosphere of harmony and respect and safety within an educational environment and promote a sense of belonging where people can fully participate in school life.
- We strive to make the best possible provision for all our children, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable.
- We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups and positive attitudes towards disabled people, people who have special educational needs, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture or religious belief and we ensure that policies benefit employees in terms of recruitment, promotion and continuing professional development.

Context

Eastwick schools consists of a large three form entry Infant school with a 22 place special needs centre and a large three form Junior school with a 22 place special needs centre. The school is full and has a waiting list for many of the year groups. The school is located in the heart of the village and serves the community. The children who are part of the special needs centre are often from outside the local community and come to school via the taxi services provided by Surrey County Council. The number of children in both schools known to be eligible for free school meals is below average. The majority of pupils are of white heritage, while a small number of children on roll have a first language other than English. The school has a number of children who have a range of special needs. Most of the children have a place in the special needs centre and a few children who have a statement are taught in the mainstream classes. We provide appropriate aids, equipment and resources to enable learners to gain full access to the curriculum. The provision for children in the Early Years Foundation Stage is in the Reception classes.

Collecting and Analysing Equality Information for Pupils

Eastwick Schools is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse the following equality information for our pupils and store the information on the school databases, including our School Information Management System (SIMs):

- Attainment level
- Progress tracked every half term
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism
- Rewards of academic progress through celebration certificates given in assemblies
- Rewards for behavioural progress through celebration certificates given in assemblies
- Attendance of extra-curricular activities
- Work of the house captains and prefects
- Participation in school council
- Impact of intervention groups
- Provision maps
- Arrangements for SEN support
- Mentors and Peer mediators
- Impact of the work of the ELSA teacher and the art therapist
- Impact of the work of the family link worker.

Actions required / highlighted from the above will be prioritised over the three year life span of the scheme and will be included in the action plan.

Collecting and Analysing Equality of Employment and Governance

Eastwick Schools is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events including the training that is provided in school
- Disciplinary and grievance cases
- Staff appraisal / Performance management
- Formal observations and learning walks

Action required / highlighted from the above will be prioritised over the three year life span of our scheme and will be included in the action plan.

We are mindful of the laws relating to confidentiality when devising this scheme and action plan. Although there is a statutory duty to share the school's 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.

In respect of the Freedom of Information Act 2000 and Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Consultation

We involved pupils, staff, governors, parents and carers and our wider School community in creating our SES 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:

- Discussions at school council meetings
- Discussions at prefect and house captain meetings
- Individual parent questionnaires
- Contact with parents and carers (meetings, walk about in the playground before and after school)
- Discussions at staff meetings with all teaching staff
- Business meetings with Teaching assistants every half term
- Discussions at governing bodies
- Discussions within cluster meetings
- Contact with local community groups (Local parish)
- Involvement with local community activities
- Focus groups for parents/carers and staff
- Discussions with the School Improvement Advisor from the Local authority during monitoring visits.

Equality Impact Assessments

Equality impact assessments is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect (both positive and negative) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of the minority groups. When negative impacts are identified we then take steps to deal with this and to ensure equality of service to all. This piece of work will be supported by our safeguarding governor.

An inventory of existing policies has been undertaken and we are currently undertaking an on-going rolling programme of impact assessment for all our policies and procedures.

Other School Policies

We have used existing School policies to inform our SES. These include:

- Accessibility Plan
- Anti-bullying policy
- Behaviour Policy
- Inclusion Policy
- School Development Plan
- Special Educational Needs (SEN) policy
- Teaching and Learning policy
- Child protection policy

Roles and Responsibilities

The SES will be aligned with:

- The School Development Plan
- Self Evaluation Reviews
- The School Prospectus,

- Staff Code of Conduct
- Child Protection/Safeguarding Children Policy
- The school Website
- The school council
- Minutes of Governing Body meetings
- Whole staff meetings

Its implementation will be monitored through these review processes as well being updated annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Roles and Responsibilities

- The Governors will ensure that the school complies with statutory and up to date legal requirements in respect of this Scheme and Action Plan.
- The headteacher will ensure that all staff are aware of their responsibilities and they are given the necessary training and support.
- The Headteacher has responsibility for co-ordinating the implementation of the scheme and will report progress to the Governors.
- All staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour,
- We will take steps to ensure that all visitors to the school, including parents/carers are adhering to our commitment to equality.

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

This single equality scheme will be available to all persons on request and be explained to all stakeholders through:

- The school Website
- Staff induction
- Distribution to local community and voluntary groups where appropriate

We will continue to involve people from all aspects of our school community in the on-going evaluation of our SES and Action Plan. This includes:

- A slot at school council meetings to discuss equality and diversity issues where appropriate
- Planned assembly to discuss equality and diversity issues where appropriate
- A regular slot at staff meetings
- Having staff able to discuss equality and diversity matters during parent consultations (Headteacher and Deputy Headteacher)
- To invite the wider school community to the school to take part in whole school events such as assemblies.

Annual Review of progress

We will continue to review annually the actions we have taken in the development of our SES which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information

Review Period: 3 Years

Next Review Date: March 2018

- A summary from equality impact assessment undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion
- Producing an annual report with regard to all aspects of race, disability, and gender within the SES and Action Plan.