

Seven Mills Primary School

DRAFT: Equality Scheme 2017 – 2020

This Equality Scheme was reviewed in 2017.

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1. Mission statement

At Seven Mills Primary 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, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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, by challenging stereotypes and by creating an environment which champions respect for all. At Seven Mills Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and any other significant group (e.g. looked after children) – where underachievement is identified the school will take action to narrow the gaps in achievement between pupil groups;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

- Provide opportunities for pupils to appreciate their home culture or cultures, and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on inequalities upon learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on grounds of race, gender, disability or socio-economic status.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Seven Mills Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including the collection and return of data on gender, disability and ethnicity of applicants for posts at Seven Mills Primary School ;
- Monitoring bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Seven Mills Primary School will take to meet the general duties detailed below.

The PSED (Public Sector Equality Duty) Information Document which appears as an Appendix to this Scheme will be published and updated annually using the LBTH template for reporting

information about our school. However, because we are a small school, where groups of children are five or fewer **and** where there is a danger that the publication of information about such small groups could lead to the identification of information about specific pupils within the school community, this data has been withheld from general publication. Groups that are five pupils or fewer are indicated on the Information Document by the entry 'b5'.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we:

- Prepare this Equality Scheme which includes our written policy for race equality;
- Assess the impact of our policies, including this Scheme, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy

Definition of disability

The Disability Discrimination Act 2005 (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'.

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;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and 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.

Under our specific duty we:

- Prepare and publish this Equality Scheme which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we :

- Prepare and publish this Equality Scheme which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

Schedule of Consultation

During the Autumn Term 2017 the school will consult with stakeholders - staff, pupils, governors and parents and carers - about this Scheme and gather information by:

- A parent questionnaire;
- Feedback from Parent Voice meetings;
- Discussion in staff meetings (teachers) and full TA meetings;
- Discussion with the school council;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Provision Maps, mentoring and support;
- Discussion at governors' meetings.

Actions within the final version of this plan will be informed by this information and feedback.

Furthermore we regard the promotion of equality at Seven Mills Primary School as an ongoing process and future reviews of this Scheme will be informed by feedback gathered during the implementation of aspects of the action plan contained in the Scheme.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this Scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

It is the headteacher's role to implement the school's Equality Scheme and he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Scheme, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Scheme.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are

reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis. Responsibility for keeping the discriminatory incident log is kept by **Ms Laura Cookson, the deputy headteacher and inclusion manager.**

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

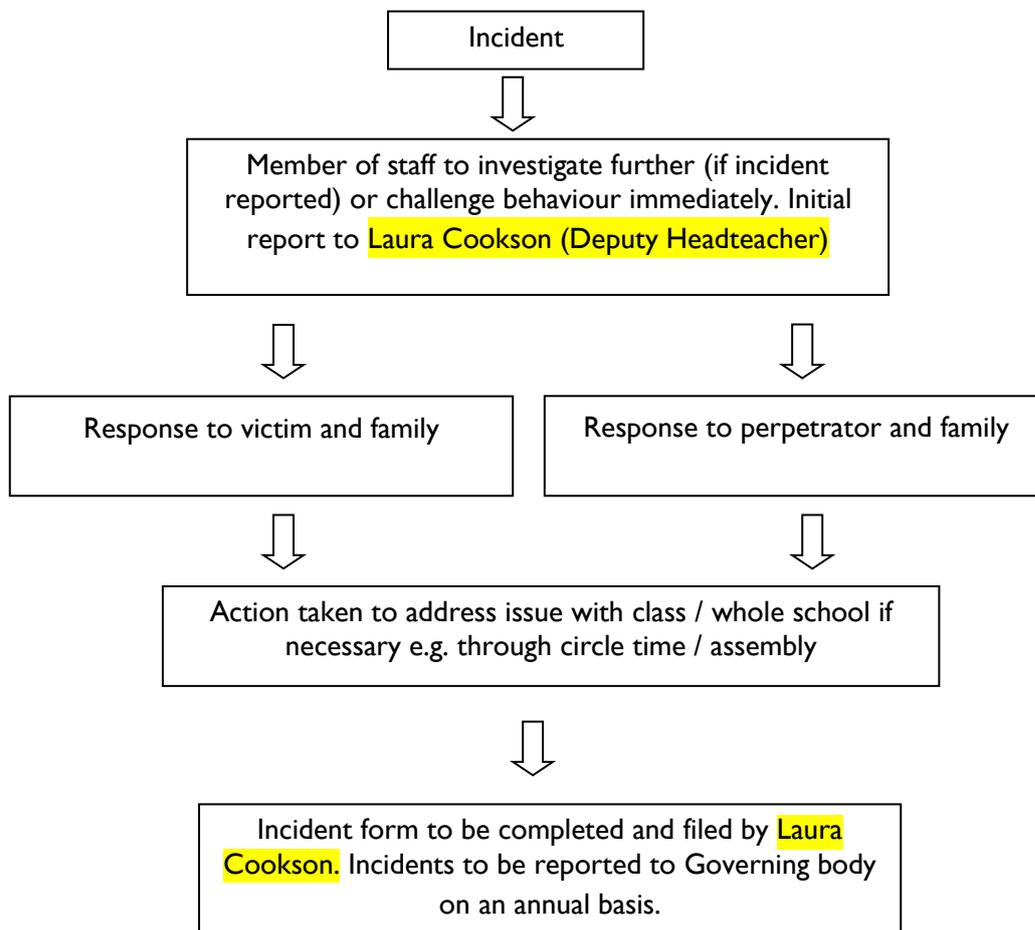
Types of discriminatory incident

Types of discriminatory incidents that may occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

Pupils and staff are encouraged to report incidents using the procedure below. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



8. Review of progress and impact

This Scheme will be reviewed annually as part of our rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review the entire Equality Scheme and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. These reviews are recorded annually in the Headteachers' Report to Governors on Standards and Achievement.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we:

- Publish this Scheme on the school website;
- Raise awareness of this Scheme through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed:

Date:

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible? | What is the timeframe? | Early success indicators |
|------------------------|---|---|-----------------------------------|--|---|
| All | Publish the Equality Scheme on the school website, and promote in the school newsletter and at staff meetings. | Questions about parent awareness of Equality Scheme in parent questionnaires? | Headteacher / Full Governing Body | Draft Sep 17 Final Jan 18 | Staff are familiar with the principles of the Equality Scheme. Parents are aware of the Equality Scheme |
| All | Taking into account consultation with stakeholders, discuss Equality Scheme in Full Governing Body meeting Nov 17 | Governing Body Minutes | Headteacher / Full Governing Body | Nov 17 | Governors are fully aware of the Equality Scheme |
| 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 and reported in Head's Written Report to Governors on Standards. | Headteacher / Governing body | Sep – Nov 17 | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups |
| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, reflecting the school's diversity in terms of race, gender and disability. | Monitoring of Curriculum Planning and Weekly Plans | Senior Leadership Team | Ongoing monitoring of curriculum and planning by SLT | Quality of work reflects engagement of pupils. |
| All | Publish data by pupil characteristics from 2017 using LBTH template. Update annually. | Information on school website | Headteacher | Jan 18 | Information is up to date and freely available. |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Monitoring of Displays, including archive of display. | Senior Leadership Team | Learning Walks Nov 17, March 18, and annually | Full 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 by election or co-option), class assemblies, fund raising etc. | School council representation monitored by race, gender, disability | Deputy Headteacher | Oct 17 | Full diversity in school council membership |

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible? | What is the timeframe? | Early success indicators |
|--------------------------|--|--|--|-----------------------------------|---|
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Scheme. Report the figures to the Governing body on an annual basis. | Reporting becomes a standing item on first Full Governing Body meeting of the year. | Headteacher / Governing body | Reporting annually, September FGB | Governors and SMT review racist incidents and plan any action needed out of review. |
| Race Equality Duty | Review representation of different ethnic groups within the whole staff body and within sections of the staff body (e.g. TAs, Teachers). | Although data not to be published (school has below 150 staff) it will be shared with governors. | Headteacher / Finance and Staffing Committee of Governing Body | Nov 17 and annually. | Governors and SMT are aware of any underrepresentation of key groups |
| Race Equality Duty | Black History Week (usually last week of first half term to coincide with Black History Month) raises the profile of anti-racist work within the curriculum | Scrutiny of children's work and teacher feedback on Black History Week | Humanities Co-ordinator | Plan Sep 17 for delivery Oct 17 | Children can articulate what is racist behavior and how to combat it. |
| Gender Equality Duty | Monitor take-up of different extended schools provision by gender, to check that certain types of activity (e.g. sports, library club) have full participation from both genders. | Data produced and presented to governors. | Extended Schools Co-Ordinator | Sep 17 – Aug 18 | Both genders participate fully in all types of extended schools provision. |
| Disability Equality Duty | Ensure that new building is fully accessible | New building is fully accessible with disabled access and toilets | Headteacher | Completion Nov 17 | Building plan meets all regulations for disabled access |
| Community Cohesion | Review annually the school's programme of celebrations of religious festivals, particularly with relation to Islamic and other non-Christian festivals to reflect the full diversity of the local community. | Parent Voice and Parent Questionnaires | Headteacher | Termly review | * Events take place * Positive parental feedback |