

Scole CE VC Primary School

Single Equality Scheme

Introduction

At Scole CE VC Primary School, we have a single equality scheme, which enables us to meet our whole school aims:

- Promote curiosity, enthusiasm and fun
- Have pride in ourselves, the school and the community
- Develop a sense of spirituality under God's care
- Have self-discipline and take responsibility for our own actions and decisions
- Be independent and prepared for the future
- Take care of ourselves and each other

The introduction of this Single Equality Scheme brings together our strategies for promoting equality in respect of the protected characteristics of the Equality Act 2010: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. It provides a sharper and more coherent focus on equality throughout our school; in our policies and procedures; and, most importantly in our day-to-day practices and interactions with our whole school community.

The Single Equality Scheme and Action Plan provides an improved framework for actively promoting equality and diversity, measuring and monitoring our progress, and continually reviewing our policies and practices.

This is a key document expressing Scole CE VC Primary School's commitment to providing a quality learning experience that is fully inclusive and accessible to all children and young people.

Signed : Headteacher, Chair of Governors

Values

At Scole CE VC Primary School, we know that properly meeting the duties described above will mean that all our work must embody some key principles:

- We strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, 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 are damaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexuality.
- 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, religious affiliation, national origin, gender or sexuality.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

Duties

Our scheme enables us to meet our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2010)

Our scheme supports our response to our duty to promote community cohesion under the Education and Inspections Act (2006)

We are particularly mindful of our duties under:

Disability

- to promote equality of opportunity
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities

Race

- to eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

Gender

- to eliminate unlawful sex discrimination
- to promote equality of opportunity and good relations between men and women, boys and girls

Community Cohesion

In addition to the above duties, we are committed to helping young people to learn to understand others, to value diversity, to promote shared values, to promote awareness of human rights, to develop the skills of participation and responsible action. This will be reflected within our school community, in our dealings with the school's local community, and in the children's understanding of their place in the national and global communities.

Leadership and Management

The headteacher and governors ensure that the values described above have impact on all the school's policies and practices, particularly those dealing with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching strategies
- admissions and attendance
- staff recruitment and retention
- staff professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

Roles and responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this policy.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support, and seeing that appropriate action is taken in any cases of unlawful discrimination.
- All staff are expected to promote an inclusive and collaborative ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping, ensure support for children for whom English is an additional language, maintain a good level of awareness of equalities issues.

Resources and training

We will ensure that the content of this policy is known to all stakeholders, and provide suitable support and resource materials to enable everyone to contribute to its impact on our school. We will provide training as necessary to ensure that all staff are supported to meet their responsibilities as described above.

Bullying

The staff and governors of Scole CE VC Primary School will take action to counter any form of prejudice aimed at staff and pupils, particularly those which are:

- based on disability or special educational need
- based on racism, including anti-social behaviours directed against religious groups and communities, travellers, refugees and people seeking asylum
- based on sexism or homophobia

We ensure that all staff have access to support and guidance in dealing with any of the above. We use the MacPherson definition of a racist incident: "Any incident which is felt to be racist by the victim or anyone else involved" and report any occurrence to the local authority using the link on the "My School" site.

Gathering pupil profile information

The current pupil profile of our school shows that 0% have a disability, 55% are female, 45% are male and 1% are from an EAL.

Engaging with Stakeholders

The content of this policy will be shared with all stakeholders.

- We have gathered the views of the pupils by engaging school council in the issues. They in turn fed back to the rest of the school through assemblies that they led. In addition, this policy has also provided the basis for lessons with the older children

- We have gathered the views of the teaching and non-teaching staff by providing an opportunity to reflect on the policy and discuss it at a staff meeting
- We have gathered the views of the governing body by discussing the content at full governing body and sub-committee level
- We have gathered the views of the local authority by adopting the model policy as written by David Sheppard.
- We have gathered the views of the wider community by creating a values and principles list, which is offered to the wider community to sign if they feel we have maintained the values we consider to be important to us.

Impact Assessments

All aspects of the curriculum are part of a review process, to ensure that:

- Pupils have regular opportunities to learn about human circumstances which differ from their own.
- Teachers have sufficient opportunity to challenge bias or stereotypical views.

Action Planning

In order to fully implement this policy, we have planned the following actions over the next two years

Single Equality Scheme Action Plan 2017-2019

Action	Planned outcome	Person(s) responsible	Date Completed	Evaluation
Embed links with an orphanage in India to promote & develop understanding of each other	Pupils at Scole have an understanding of life in different cultures and an empathy for children less fortunate than they are	KM to lead	Review Summer Term 2018	
Upskill staff knowledge of different cultures & faiths, which is reflected in coverage in collective worship & within learning – building a ‘cultural calendar’ of events	An overview of themes at the end of each academic year shows a balance of coverage of faiths, cultural events and events of national significance eg Black History Month	HT to lead	Annual review	
In KS2 provide opportunities for debate – to investigate, examine & scrutinise their own views & those of others – linked	Pupils are able to articulate and justify their own views and accept that people have different views to them	KS2 staff	Opportunities throughout 2017-2019	

to areas of the curriculum eg English, RE, history, SMSC, FBV & PSHE				
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Monitoring and Evaluation

Our analysis of quantitative and qualitative data will include consideration under the values described above, and assessed for its impact on groups based on disability, special educational need, ethnicity, culture, language, religious affiliation, national origin, gender. Consideration of any such impact will form part of all our internal monitoring procedures.

This policy will be reviewed annually.

Date of last review : March 2018