

Colburn Community Primary School

Equality Scheme

Three year period covered by this scheme: 2016- 2019

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity as set out in the North Yorkshire County Council's Equality Policy Statement:

"we oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified".

This Equality Scheme sets out how the school will:

- Eliminate discrimination;
- Eliminate harassment related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take steps to take account of difference even where that involves treating some people more favourably than others.

This document therefore, represents our school approach to Race Equality, Gender Equality, Disability Equality and is our school's Equality Policy. It is reviewed every three years and reported on annually.

An action plan accompanies this Equality Scheme which is renewed annually. In line with this Equality Scheme, the action plan sets out any equality and diversity objectives for the school which have been identified as a result of the school's equality impact assessment.

The Accessibility Plan for the school also accompanies this Equality Scheme as it sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This accessibility action plan is available from the school office and is also available electronically from the school website.

Equality Legislation

This equality scheme responds to the current equalities legislation:

Race Relations Act (RRA) 1976/2000

statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

The Act sets out that it is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service, ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- (There are specific exemptions for faith schools.)

Disability Discrimination Act (DDA) 1995/2005

statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

Education and Inspections Act 2006, duty to promote community cohesion.

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Colburn Community Primary School is a special place full of learning, laughter and

friendship. We are dedicated to creating a stimulating, inspiring learning environment where all children are happy, feel safe, valued and make good progress.

Our school is:

- *A place of excellence where children can achieve their full potential, academically, creatively, personally, physically, morally and spiritually;*
- *A caring place where children and adults feel they make a contribution and are valued as individuals;*
- *A place where children learn respect for themselves, others and the communities they live in;*
- *A partnership between children, parents, staff and governors and our community as a whole.*

This school prides itself on being an inclusive school – welcoming to all from our local community.

The school's vision and values statement reflects the school's ambitions for all its pupils and the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Context

The following aspects of our school context are used to inform action planning for our equality scheme:

- The school is situated in an area of significant deprivation, which is predominantly white British but with a growing population of children from ethnic minorities with English as an additional language.
- The school has a stability figure of 77% (RoL 2015). An improving reputation in the local community and localised building developments have caused the number of children on roll to gradually increase and this trend is predicted to continue over the next 10-15 years;
- The increasing population of disabled pupils and staff at the school (using the breadth of the DDA definition of disability:
"A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities";
- Access to collaborative work with partner agencies to try to overcome the barriers to learning and participation e.g. access to LA support services e.g. Healthy Child Team and Prevention Service in addition to accessing EMS provision.
- Access to reasonable adjustments e.g. provision of medical procedures e.g. giving of insulin, asthma inhalers; presentation of information in a variety of formats e.g. large print, the use of coloured paper and overlays or translation

of materials for children with EAL; differentiated learning activities and support for individuals to overcome learning barriers.

- Recruitment, development and retention Policies.
- Access to ongoing CPD and training for all members of school staff.
- Outcomes for pupils analysed against social identity issues, ie gender, ethnicity, disability, and aspects of vulnerability identified including:
 - analysis of end of key stage results;
 - attendance data;
 - exclusion data;
 - participation in extended school activities;
 - outcomes also based on qualitative evidence feedback such as pupil voice surveys, parental

Responsibilities

The Governing Body and School Leadership Team will:

- Be proactive in promoting equality and tackling discrimination in all areas;
- Maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings (every third year will be reviewed) and ensure that all staff, parents and pupils adhere to it;
- Work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- Recruit staff fairly and in non discriminatory procedures
- Encourage, support and enable all pupils and staff to reach their full potential.

The Governing Body is responsible for:

- Ensuring that the school complies with all relevant equalities legislation
- Ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- Electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body.

The Headteacher is responsible for:

- Co-ordinating all equality work within the school;
- Ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- Ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- Initiating disciplinary action against staff or pupils who discriminate;
- Dealing with reported incidents of racism, harassment or other forms of discrimination.

People with specific responsibilities:

- Child Protection – DSL Headteacher, DDSP Deputy Headteacher, Safeguarding Governor
- The Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher, in conjunction with the SLT, is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff.
- The Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature;
- The school business manager is responsible for reporting prejudice based incidents and hate crimes to the LA
- The school business manager is responsible for returning equality monitoring forms to the LA following recruitment procedures.
- The SENDco is responsible for co-ordinating the equality impact assessment.

All staff should:

- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- Know procedures for reporting incidents of racism, harassment or other forms of prejudice based incidents and hate crimes;
- Not discriminate on racial, sexuality, disability or other grounds;
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

All pupils will:

- Learn about and understand the school's Equality Scheme and be expected to behave in accordance with it at an appropriate level for primary aged pupils.
- Experience a curriculum and environment, which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and prejudice motivated incidents;
- Monitor progress through the school council.

All visitors and contractors will:

- Comply with the school's Equality Scheme – the Headteacher will deal with non-compliance.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils; however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school glean insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- The views and aspirations of pupils themselves from different social identity backgrounds;
- The views and aspirations of parents of pupils from different social identity backgrounds;
- The views and aspirations of staff from different social identity backgrounds;
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- The priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of pupils inform the Equality Scheme and action plan:

- Y2 / Y6 pupil survey of well being (formerly the HRBQ)
- School council;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils accessing reasonable adjustments;
- Pupil contributions to reviews of their progress. (Can Do forms for those with SEND)

At this school the following mechanisms will ensure the views of staff inform the Equality Scheme and action plan:

- Exit interviews with staff;
- Regular meetings with union representatives;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.
- Training and development opportunities

At this school the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and action plan:

- Feedback through the Governing Body meetings;
- Feedback through annual parent/carer survey;
- Provision of a drop in sessions or 'stay and play' sessions for parents;

- Feedback from parent consultation meetings.

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Implementation of the Policy

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- School Self-evaluation Form;
- External evaluation and feedback from the LA and School Improvement Advisor.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be made available from the school office or school website.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

Approved by the Governing Body:

Signed _____ Chair of Governors

This policy has been checked and approved by governors.

Last reviewed: 2016

Next review due: 2019