

“Greyfriars Primary School” Single Equality Scheme

2016-2019



Foreword

“This 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 scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s Children and Young People’s Plan.

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

Headteacher: Beverly Barrett

Chair of Governors: Heather Garrod

“Everyone is treated in the same way”.

“Everyone can do everything”.

Quotes from School Council

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2016-2019**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

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

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2 Meeting our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race Equality

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

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with Racist Incidents

A racist incident is any incident which is perceived to be racist by the victim or any other person. Any incident of racial harassment is unacceptable in our school. Incidents may take the form of physical assault, verbal abuse, damage to personal property, or a lack of cooperation in a lesson, on account of another person's ethnicity.

All pupils, parents/carers and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents. We provide a summary of all such incidents to Norfolk county council.

Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

Induction for new staff includes the area of racial equality, and members of the governing body will identify their own training needs in relation to this.

Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

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

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
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:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Greyfriars Primary School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

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 re-assignment 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 and 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.

Greyfriars Primary School strives to promote all aspects of community cohesion as we want our children to grow up in a society that celebrates diversity, all the different ethnic, religious and social groups that exist in our local area and is at ease with itself.

Aims and Objectives

We aim to educate our pupils so that they understand how our national and local society is made up of diverse groups. We cultivate an attitude of respect and understanding for all cultures reflected in our local area. We celebrate diversity so that pupils learn how cultural differences enhance all our lives. We aim to help pupils understand what makes a cohesive community and how this is important in enabling people to enjoy living in this area.

In promoting the respect for all members of our society we believe we will make an important contribution to the promotion of community cohesion. We understand community cohesion to mean a society in which there is a shared vision of how different groups can live in peace and harmony. It is an area where all members of society have a sense of belonging and where the diversity of people's backgrounds and culture is valued. It is a community where there is an equality of life opportunities available to all groups and individuals regardless of race, religion, ethnic or socio-economic background. It is built on a community that respects and values cultural groups that are different to their own and where strong and positive relationships exist in school and in the wider community.

The Curriculum

Our curriculum will provide opportunities to promote the values of equal opportunities and respect for all. It will build upon pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are integrated across the curriculum. We have a programme of cultural visits and opportunities to meet members of different communities. Our school maximises opportunities for pupils to express their opinions via class and school council.

Teaching and Learning

Through all our teaching we show respect for individual views and opinions. Our school is a place where pupils from all backgrounds and cultures are welcomed and valued. We promote an ethos where diversity is respected. In all our work we encourage positive relationships between staff and our pupils and we provide opportunities for staff to listen and respond to the views of all our pupils. Teachers and support staff strive to develop strong links with all parents and carers whatever their cultural background.

Educational Partnerships

We promote community cohesion by developing in our pupils an understanding of our local area in a national and international context. We encourage partnerships with a wide range of groups that can help us to develop an understanding of different cultures and backgrounds. We will build our links with local faith groups and provide opportunities to visit sacred sites in the area. We invite members of different groups to visit our school and help our pupils appreciate the variety of cultures found in our area.

Staff Recruitment and Continuing Development

We will pay particular attention to the recruitment of staff to the school to try and reflect in our staff the social make-up of our area. We ensure that our school recruitment methods follow the equal opportunities guidelines and we will encourage applications from groups that are under represented at the moment.

Community Cohesion

The school promotes community cohesion by gathering and analysing all available data to inform our actions. This includes the monitoring of attainment by different ethnic groups and analysis of our curriculum to evaluate how our teaching and learning properly reflects the different cultures represented in our school and local area. We plan actions to promote community cohesion. We also carefully monitor the impact of our work in promoting community cohesion.

Monitoring and Review

Our progress in promoting community cohesion will be reported to governors annually. We will review the impact of our work on all groups in the school. We will particularly analyse how different cultural groups perform and if there are any gaps in attainment we will address them as rigorously as possible.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3 Our School Values and Visions

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

We strive to create a school in which everyone feels valued and able to contribute to our learning community. We respect the uniqueness of every individual and will ensure equality of care and opportunity for all. We value learning and achievements for all members of the school community, both in school and beyond.

A creative and integrated curriculum will enable good progress in national curriculum areas. We strive for excellence in the expressive arts and sports. All children will be able to make healthy lifestyle choices.

Our children will develop enquiring minds and enjoyment of learning. Independence and positive interdependence in learning is valued. We will foster high aspirations and aim for excellence in personal achievement.

Greyfriars will be at the heart of the community. Our children will have an understanding of community at a local, national and global level and be equipped to interact successfully and make valuable and caring contributions at all levels.

We value staff for their ability and potential to help us make the best possible provision for the children regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We collect and analyse the following equality information for our pupils/students:

Information gathering (pupils)

- Attainment
- Attendance
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in School Council

We have identified the following issues from this information-gathering exercise:

- Outcome for pupils at end of KS1 and KS2 are below that of non- EAL pupils, although their progress is very good
- Some EAL parents do not feel that they fully understand the school's systems and may have difficulty in engaging fully

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

4 Collecting and analysing equality information for employment and governance at Greyfriars Primary School

Greyfriars Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Greyfriars Primary School also 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 local population.

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

Information Gathering (Staff and governors)

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

We have identified the following issues from this information-gathering exercise:

- Low disclosure rates in respect of disability.
- Staff data is not currently separated into race, disability and gender
- Governing body profile is not collected

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

7 Consultation and involving people

We involved pupils, staff, governors and parents and carers in creating the Single Equality Scheme and action plan. 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
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies

Points arising from these discussions/surveys:

Positive points:

Staff and parents who contributed felt that Greyfriars was an inclusive school which celebrated diversity. We have a full range of multicultural assemblies and support children with EAL well. We include parents of children who are EAL by providing information in different languages, although we have identified that there could be further need for this.

Areas to improve:

Ensure parents and carers of EAL children are able to fully integrate and feel part of the school community. Ensure that they have a better understanding of the school system in support of their children's learning.

8 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Disability Equality

Pupils who used sign as their primary means of communication were unable to communicate with many people at school. Training of all staff in foundation level MAKATON ensured that all staff can communicate with these children and that sign is becoming more widely used throughout the school. Pupils now feel more included into school community.

Pupils with significant medical and special educational needs are fully included within the school and able to access all aspects of school life and the curriculum appropriately.

9 Equality Impact Assessments

Equality impact assessment 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 undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

We undertake an ongoing rolling programme of impact assessment for all our policies and procedures.

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School improvement plan
- School inclusions and SEN policy
- Accessibility plan
- Behaviour and Anti bullying policies

11 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our head teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Senco has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our 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, 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 all visitors to the school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

Greyfriars Primary School is required by law to make sure 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.

13 Publicising our scheme

We will publicise our scheme:

- School website
- Staff and parent newsletter
- Staff and pupil induction

14 Annual Review of Progress

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

- The results of your information gathering activities for race, disability and gender and what you have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

15 Ongoing Evolvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings

16 - Single Equality Scheme Action Plan 2016 – 2019

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. (Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</p> <p>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion</p>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings	Ongoing	Headteacher	Headteacher
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	Ongoing	Teachers	Headteacher
✓							Accelerated progress and consistently improved attainment outcomes for children with EAL	Focus of pupil progress meetings. Ensure appropriate language support in place.	Ongoing	Teachers	Headteacher
✓							EAL parents feel fully included in school community and able to understand and support their children's education				

Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).

For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these.