

FOUR SWANNES PRIMARY SCHOOL



**EQUALITY POLICY
2015 – 2017**

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1: Vision and Values

FOUR SWANNES PRIMARY SCHOOL - A CREATIVE, CONFIDENT COMMUNITY

Four Swannes Primary School's vision is to work in partnership to provide an inclusive, safe and stimulating environment which inspires a creative, confident community of lifelong learners. We endeavour to tackle prejudice and promote understanding as part of our general duty to promote equality - to eliminate discrimination, advance equality of opportunity and foster good relations between different groups.

Our vision for our pupils is that within an inclusive safe and stimulating environment we inspire them to become creative, confident individuals who achieve their full potential. We support them to develop into independent lifelong learners who are respectful, valued members of the community.

Our vision is to further develop positive respectful links with parents and carers by providing a welcoming and accessible school which aims to collaborate with families so that together we can support parents/carers and their children in their education and wellbeing.

Our vision is to establish effective partnerships with individuals and groups within the local and wider community by developing strong links with them, utilising the additional skills and experiences they provide and in so doing seize opportunities to enhance community cohesion so that the children and their families put their learning into context, and see themselves as an important part of society.

2 : School Context

The characteristics of our school

A brief description of our school and its community setting.

Four Swannes Primary School is smaller than the average primary school. Approximately half of the pupils are known to be eligible for pupil premium funding, (additional funding provided for pupils known to be eligible for free school meals) which is well above average. The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are much higher than average. The proportion of pupils with special educational needs, as well as the proportion of pupils who join or leave the school during the academic year, is higher than the national rates.

Total number of pupils on roll (all ages)	167
Percentage of boys on roll	43.6%
Percentage of girls on roll	56.4%
Percentage of pupils with SEN statement	10.35%
Percentage of pupils with English not as first language	39.3%
Percentage of pupils eligible for free school meals	35.0%
Percentage of pupils eligible for FSM at any time during the past 6 years 	47.8%

Headcount of all teachers in a school 	9
Headcount of all teaching assistants in a school 	12
Headcount of all support (exc. auxiliary) staff in a school 	2

3 : Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010: The purpose of this policy is to set out how our practice and policies have due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to: Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

Protected Characteristics the Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are: age (for staff only) disability ethnicity and race gender (sex) gender identity and reassignment pregnancy, maternity and breast feeding religion and belief sexual orientation marriage and civil partnership (for staff only)

Disability the disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Four Swannes Primary School we implement accessibility plans which are aimed at: - increasing the extent to which disabled pupils can participate in the curriculum; - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; - improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Community Cohesion Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum and for children to have opportunity to learn about and make links with the local community.

4: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation Head teacher, Mrs J Jones, retains overall responsibility for ensuring that the action plan is delivered effectively. Every 3 months, managers and key staff will report to the Head teacher on actions and progress. Every term there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key person Single equality scheme Head teacher Disability equality (including bullying incidents) DHT/SENCO (including bullying incidents) SENCO Accessibility SENCO Gender equality (including bullying incidents) Head teacher Race equality (including racist incidents) Head teacher Equality and diversity in curriculum content Head teacher Equality and diversity in pupil achievement Head teacher Equality and diversity – behaviour and exclusions Head teacher Participation in all aspects of school life Head teacher Impact assessment Head teacher Engagement /Stakeholder consultation SENCO Policy review Head teacher Communication and publishing Head teacher

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Publish Information - specific duty to demonstrate compliance with the public sector equality duty At Four Swannes Primary School we will publish information annually

Where will equality information be published? Information must be Accessible.

At Four Swannes Primary School equality information will be available on the governors' page of the school website.

We will publish:

- Evidence of staff training on the Equality Act 2010.
- Evidence of work done in response to analysis of attainment data linked to performance of specific groups.
- Links with other schools in the UK and abroad which enable pupils to exchange experiences with children from different backgrounds.
- Commitment to action

Governors will:

Provide leadership and drive for the development and regular review of the school's equality and other policies.

- Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies.
- Highlight good practice and promote it throughout the school and wider community.
- Provide appropriate role models for all managers, staff and pupils.
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of "returns" to the local authority).

Head teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers to account for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line Mangers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils.
- Use informal and formal procedures as necessary to deal with "difficult" situations.
- Behave in accordance with the school's policies, leading by example.
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals. (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme.

All staff teaching and non-teaching will:

- Contribute to consultations and reviews.
- Raise issues with line managers which could contribute to policy review and development.
- Maintain awareness of the school's current equality policy and procedures.
- Implement the policy as it applies to staff and pupils.
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme.

- Provide a constant response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan). When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach. Evidence of this engagement will be included in the published information showing how the duty has been addressed.

Disability Disabled people will be involved through questionnaires and discussions about adjustments that we need to make in order to make the school more accessible to them and their children. Gender Our staff, pupils and their parents and other interested parties will be consulted and involved in on-going discussions to promote gender equality. Race Children from different ethnic groups will be consulted and involved in on-going discussions to promote race equality. Community cohesion will maintain links with current contacts within the community (faith groups, community police, local secondary school and extended schools) and seek to establish links with a broader range of faith groups. We will build and maintain close links with Chexs Local Partnership of Schools in order to identify and cater for the needs of vulnerable children and their families.

6: Impact Assessment

Evaluating the impact in terms of the outcomes Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an on-going basis. All assessment data is now broken down into vulnerable groups. E.g. SEN, EAL and Pupil Premium (FSM) pupils. The Equality scheme will link into key school improvement initiatives which can be found in the school's Development Plan.

Equality Impact Assessment (EQIAs) EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We undertake impact assessments in a relevant, proportionate and systematic way. They are incorporated into the school's planned review and revision of every policy and are also undertaken through other established criteria in screening process.

Data Collected

Bullying and racist incidents

Head teacher reports termly incidents to Governors. (See Governors minutes)

This equality policy links other key policies such as admissions, disciplinary procedures, race and equal opportunities policy, as well as behaviour to ensure all staff, children, and parents have equal opportunity and are exempt from discrimination.

7: Our School's Equality Priorities

Objective	Actions
Improve boys writing to fall in line with national standards.	There remains an inequality between boys and girls writing at level 4 in KS2. This needs to be addressed to ensure equality of opportunity for boys. Suggested actions: Focussed boys writing groups, Boy-friendly writing tasks, Creative writing for boys, increase number of boys reading books.
Maintain rigorous monitoring of bullying to ensure emotional equality across the school.	Recorded issues of bullying are very low at the school. In order to maintain this and promote emotional well being and equality for all we will continue to regularly review our anti-bullying behaviour policy, deliver a curriculum of PSHE that promotes tolerance and acceptance of others, and deal with all matters of bullying swiftly and pro-actively.

Key priorities for action

Equality Objectives

Protected Characteristic

Reason

1. Improve communication with different groups in our community

To increase our awareness of any accessibility issues across the school community and to assist in future disability planning.

2. Participation in extracurricular activity

Children Parents request for more clubs (especially homework), more children need to have opportunities at school they cannot get at home

Reviewed and updated by Mrs J Jones

Date 06/06/17

Ratified by Governors

Date

Date of next review June 2018