

This Single Equality Scheme follows the establishment of the Equality Act (2010) and shows that Park Mead Primary School is fully compliant with the legislation and requirements of the Act. This law change repealed many earlier pieces of equality legislation, including the Race Relations Act and the Disability Discrimination Act. This legislation 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 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.

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three year period from 2018 to 2021. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender equality, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships, and promoting community cohesion. The duties cover staff, pupils and people using the services of the school, such as parents and community and include 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 seven equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way. The seven strands are age, disability, gender, race, religion or belief, sexual orientation and transgender. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by our governors and will cover activity undertaken in relation to the seven equality strands and promoting community cohesion.

Meeting our Duties

Park Mead School has a general duty under the Equality Act (2010) to

- Eliminate conduct that is prohibited by the Act
- Advance Equality of opportunity to people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Under the statutory duties all schools have responsibilities to promote equality. Our commitment to this is evident in our Inclusion Policy, which should be read in conjunction with this scheme.

Race Equality

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

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

We follow the Local Authority procedures for recording and dealing with racist actions or any form of discrimination.

Disability Equality

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

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in school life
- 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 -

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- 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 -

- Eliminate unlawful discrimination and harassment
- 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.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgender 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 reassignment and will provide a supportive environment within its school community.

Age, Sexual Orientation, Religion and Belief, Pregnancy and Maternity

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.

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. We have a table that outlines our community cohesion action plan and impact.

Our School Values and Visions

A copy of our current school aims is attached in the appendix. Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include -

- Promoting the core British Values of democracy, respect for law and individual liberty, and appreciation and respect for diversity.
- Striving to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- Respecting diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe 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 and understand the different needs and experiences of boys and girls.
- Knowing that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged 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 sexual orientation.
- Valuing 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 belief, national origin, gender or sexual orientation.
- Being proactive in our efforts to identify and minimise existing barriers or inequalities.
- Seeking the views of all groups affected by the policies and work of our school, and trying to involve them in policy review.
- Recognising our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

Collecting and Analysing Equality Information for Pupils

Park Mead Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all our pupils and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse the following equality information for our pupils -

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at extended school activities and extra curricular activities (eg school trips)
- Participation in School Council
- Inclusion of the following groups: EAL, SEND, FSM, EM, summer born

Collecting and Analysing Equality Information for Employment and Governance

Park Mead Primary School is committed to providing a working environment free from discrimination, victimisation and harassment. We aim to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of our local population. The school workforce census enables us to collect data on staff relating to gender, race and disability. All staff vacancies are filled using the school's application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information. All information relating to staff is kept on the school's central database (SIMS).

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

- applicants for employment (via local authority recruitment forms)
- staff profile
- attendance on staff training events
- disciplinary and grievance cases, if any
- staff appraisals/performance management.

We have been mindful of the Laws relating to confidentiality when devising the plan and action plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. We have identified the following issues from this information gathering exercise -

- Low disclosure rates in respect of disability as defined by the Disability Discrimination Act 2005. We need to ensure any information we hold is accurate and staff feel able to disclose information freely without any fear of prejudice.
- 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.

Consultation and Involving People

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community. We involved pupils, staff, governors, parents and carers, and our wider community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the scheme and action plan. Examples include -

- Discussion at School Council
- Contact with parents/carers
- Discussions at staff meetings
- Discussions at governing bodies

During discussions the following good practice was identified -

- Staff well trained on the needs children have
- Friendly and approachable staff

- Procedures in place to meet any medical needs children may have in line with the school's medical policy
- Outstanding record of pastoral care OfSTED 2015
- Admission form criteria includes information on disability
- Key policies in place
- IEPs in place for pupils with specific needs
- Targeted support for children with mental health and well-being concerns through accredited 'ELSA' staff.

Discussions also identified the following needs -

- Ensure easy access to the Equality Scheme when complete, for all in our school community. Share the findings equally and easily.
- Ensure all in the school community understand the definition of 'disability' as stated by the Equality Act (2010).
- Ensure children are taught about differences and tolerances as part of the PSHEC curriculum.
- Create an atmosphere of mutual trust and respect where people involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs.
- Ensure community views are sought in a variety of ways, rather than just questionnaires, to ensure equality of ability to participate in any information gathering.
- To invite representatives of various charities and organisations relating to race, disability and gender to school to give advice/support and assist with curriculum development (lead assemblies, etc).
- Improve areas of the school to ensure they are fully accessible to all in our community, including those with physical disabilities, hearing and visual disabilities.

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.

Prejudice incidents

We have had few prejudice incidents (racial, sexist, homophobic) in school over the last three years, all of which have been recorded and action plans established to support victims and perpetrators in each case, according to DfE legislation and guidance.

Disability Equality

All pupils and staff are fully involved in the life of the school and have full access to all that we offer. If we foresee that mobility could be an issue for staff or a pupil, action is taken. We recognise that some of the school is, as yet, not fully conducive to independent access for a the disabled (see Accessibility Action Plan)

Attainment

The progress of all groups of pupils is carefully tracked to ensure all pupils achieve well, given their ability. In addition we believe that we can celebrate the following good practice:-

Adshare / policies / P13 single equality

- Community cohesion
 - Teaching, learning and curriculum - our curriculum is fully accessible to all children. Parents are regularly informed of the learning to take place via the school website, newsletters, information evenings and consultation events. Our curriculum has a global perspective, enabling children to see themselves in the context of the wider world community. All children, through the PSHE and RE curriculum are taught understand difference and how being different is neither better nor worse, it is something to be celebrated.
 - Engagement with extended services - all our children have access to a range of extended services.

- Age
 - Some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by a member of staff. They disseminate discussions and decisions via whole school assemblies and notes made available to teachers after the meetings.
 - All children throughout the school have responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

- Religion or belief -
 - In the Foundation Stage and Key Stages 1&2 pupils are taught about the major festivals of the world religions and in some detail about Christianity and other major world religions. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to tell children how important faith, belief, worship and prayer are to some people.
 - We respect parents' right to withdraw their children from RE and Collective Worship.

We rigorously check all of our 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 are keen to ensure that neither policies nor practices disadvantage people with disabilities, from different ethnic background or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by all staff and governors. All school policies are reviewed on a rolling programme.

Other School Policies

We have used our existing policies and documents to inform our Single Equality Scheme, these include -

- School Development Plan
- Whistle Blowing policy
- Inclusion policy
- Community Cohesion Audit and action plan

Roles and Responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this scheme and action plan.
- The Headteacher 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 will report progress to the governing body.
- The Headteacher 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; and maintain a good level of awareness of equality issues.
- Our pupils have a responsibility to themselves and to others, to feel valued and to treat each other with respect; 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 expected to adhere to our commitment to equality.

Commissioning and Procurement

We are 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.

Publishing Our Scheme

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways -

- School website
- Staff induction
- In staff handbook

Annual Review of Progress

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

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement.
- The outcomes of involvement activities from minority groups within our community.
- An update of the progress made against priorities.
- Celebrating what we have achieved in relation to promoting community cohesion.

This Single Equality Scheme and action plan will be reviewed every three years.

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, this includes -

- A regular slot at School Council meetings to discuss various issues.
- A regular slot at staff meetings.

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Reviewed: Spring 2018

Next Review: Spring 2019

- Having periodic school open days for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including events which celebrate the arts and sport.

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The Specific Duties

a) Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act.	There are few reported incidents of discriminatory or prejudicial behaviour – these are managed according to DfE legislation and guidance . Staff fully promote the value of diversity and the need for equal opportunities.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none"> • Disabled pupils and those with special educational needs are usually well supported in lessons and are also given extra help in accordance with their needs to make sure they make good progress overall – OfSTED report 2015. • There are established and effective monitoring systems to track pupil attainment; care, guidance and support are good. Groups and individuals are tracked. • Our behaviour policy is updated annually and includes a section on bullying. • Anti-bullying week is commemorated annually in November to raise awareness of bullying with children and how to tackle and eradicate this type of behaviour.
Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.	<p>Equality and inclusion are central to our school ethos. There are many opportunities in assemblies, PSHE and PSED lessons as well as at other times to learn about difference and diversity both in our own community and others, including the global dimension.</p> <p>Pupils and parents participate in events that raise awareness of diversity and the school contributes to a number of different charities each year.</p>

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The Specific Duties

b) Publish Evidence of Equality Analysis Undertaken

Policy / Practice Consider	Outline how the Policy / Practice was Evaluated	Outcome of Analysis
Behaviour	This policy is regularly reviewed. Parent questionnaire shows 87% agree that children behave well.	The policy will continue to be reviewed annually to ensure compliance with best practice.
Bullying (in Behaviour policy)	Reviewed annually by staff, including lunchtime supervisors. Parent questionnaire shows 87% agree that children behave well.	Two anti-bullying action plans initiated since 2013, now closed. Staff report at staff meetings if any concerns.
Equal opportunities	Now included in Single Equality Scheme.	Reviewed annually with scheme.
RE, PSHE, PSED and Sex Relationships	These policies are reviewed annually to reflect our aims and values. The RE policy reflects the requirements of the Surrey locally agreed syllabus.	Need to ensure policies reflect the diversity of our school community. Currently below the national average for ethnic minorities, 4%.
Learning and Teaching	Learning and Teaching is central to our work. Everything we do seeks to ensure that all pupils have equal opportunities to access the curriculum. Policy is reviewed annually.	This policy is a constantly changing one, underpinned by our aims and values. Lesson observations should have a regular focus on equality issues.
Safeguarding	A core policy which is annually reviewed by governors and staff. Updated regularly to reflect changes in legislation and practice.	Continue to ensure that staff have access to safeguarding training and that this reflects issues relating to equality. DSL provides half termly 'Hot Topic' training to all staff to refresh or raise awareness of specific aspects of safeguarding responsibilities.

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Recruitment and selection policy	Reviewed triennially by governors and staff to ensure compliance with any new requirements and Employment Legislation.	Policy should reflect new requirements relevant to health related question in applications, not allowed to ask before employment.
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The Specific Duties

c) Publish Details of Engagement Undertaken

Individual / Group Engaged or Consulted With	Outline the Nature of the Engagement	Summarise Outcomes from Consultation
Pupils	Pupils are involved in decision making procedures through the School Council, class discussion and questionnaires.	Pupils report that they feel safe and are well looked after. Few reported racial incidents or prejudice incidents. All policies are in place. Pupils' ideas are listened to.
Staff	Staff are regularly consulted. All are keen to ensure that they contribute to the safety, wellbeing and improvement of pupil outcomes.	Staff identify needs for training. Pupil issues always on the staff meeting agenda.
Governors	Equality and inclusion regularly feature at C&L meetings.	Governors are fully committed to a fully inclusive school.
Parents	Parents regularly attend consultation evenings, teachers or headteacher pursue those who do not make appointments and make times suitable for the parent. Questionnaires receive the response rate of 32%.	Parents increasingly recognise how the school's ethos means that all children matter and we aim to meet their needs, parent questionnaire comments, May 2014.

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The Specific Duties

d) Set and Publish Equality objectives

Characteristic	Objective	Success Criteria	Date for Review	Responsibility
All	Continue to review all policies and our practice with regard to equality issues.	All policies are reviewed and updated in the light of the Equalities Act	Summer 2016	Headteacher & Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and assemblies. Monitor various subgroups.	Our curriculum enables children to gain awareness of and to learn about racial and cultural diversity.	Summer 2016	Headteacher & Governors
Gender / race disability	To monitor the attainment of boys and girls and to identify trends of attainment for various subgroups.	The attainment of any one group is not proportionately lower than any other.	Summer 2016	Headteacher & Staff
Disability	To reduce and eliminate stereotypes of disability, if they exist and to promote positive views.	Lesson observations and discussion with staff show a number of positive examples of disability.	Summer 2016	Senco (GC)
All	Staff receive training in a range of equality and diversity issues.	CPD inset delivered to staff, governors, parents, as available.	Summer 2016	Headteacher
All	To broaden and strengthen our commitment to excellent communication with all stakeholders.	Communication available to all stakeholders in different languages, if needed, via Rema service.	Summer 2016	Headteacher & Governors

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Agreed by the Governing Body on.....

Signed by:.....

Date.....

Chair of the Governing Body

Review Date.....

APPENDIX 1

SCHOOL AIMS

We aim to

- create a happy, stimulating and secure environment based on mutual respect in which all children can develop fully; intellectually, socially, emotionally, physically and creatively

- provide a rich, diverse and balanced curriculum, accessible to all through effective planning, excellent teaching, stimulating activities and the use of high quality resources

- empower all children to become enthusiastic, confident and independent lifelong learners, enabling them to become effective and responsible members of society

- generate a caring yet disciplined atmosphere where expectations are high, success is celebrated and individual contributions valued

- uphold the spiritual, moral and cultural values of the school community and promote a healthy lifestyle, encouraging children to reflect on the consequences of their actions

- encourage parents and carers to become actively involved in their children's education and develop positive working relationships with local schools and other agencies