



Single Equality Scheme

1 Introduction

At Webster Primary School we recognise that there are similarities and differences between individuals and groups, we strive to ensure that our differences do not become barriers to participation, access and learning; we cannot achieve equality for all by treating everyone the same. We believe that diversity is a great strength of our school, which should be respected and celebrated by all those who learn, teach and visit here. We create inclusive processes and practices, where the varying needs of individuals and groups are identified and met by building on our similarities, seeking enrichment from our differences and so promoting understanding and learning between and towards others to create cohesive communities.

This Single Equality Scheme for Webster Primary School enables us to meet our responsibilities of the public sector duties under the Equality Act 2010 and covers a three year period from 2011 to 2014. It integrates schemes and action plans, thus meeting the statutory duties, for;

- race,
- gender and
- disability equality.

It goes beyond these strands to include characteristics that are also protected under the Equality Act 2010:

- sexual orientation,
- age,
- faith & belief,
- pregnancy & maternity and
- gender reassignment.

We recognise and accept our public sector duties contained within The Equality Act 2010 and our responsibilities to:

- eliminate discrimination, victimisation and harassment,
- promote equality of access and opportunity within our school and within our wider community

- promote positive attitudes to difference and foster good relationships between people in our diverse community.

2 Consultation and engagement

Our working party, which includes as diverse a group as reasonably possible, is involved throughout the planning, monitoring and evaluation of the SES. The development of our Single Equality Scheme included of our whole school community – pupils/students, staff, governors, parents/carers and visitors. Careful consideration has been given to the School Improvement Plan and existing policies; data concerning pupils and the wider community has also been collected via focus groups, questionnaires and pupil voice.

3 Aims and Objectives

From analysing current practice and information the Working Party has identified our key school Equality Objectives:

- Making the building as physically accessible as reasonably possible
- Improving policy and procedure in relation to admission of pupils and recruitment and retention of staff.
- Establishing the process of Equality Impact Assessments.
- Improving support for pupils and parents who are new to English.

An action plan has been formulated to allow us to meet our Equality Objectives (see appendix 1) which will be reviewed annually by the SLT, in collaboration with the working party, and a report will be given to the Governors. Within the action plan individual members of the school community are identified as having responsibilities for specific areas and they will be supported by the SLT in implementing the actions.

4 Our Approach to Equality

We are committed to giving all our children every opportunity to achieve the highest of standards by taking account of pupils' varied experiences and needs, and promoting the individuality of all children. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life including the curriculum. The purpose of the SES is to fulfil the duties to promote equality for people with 'protected characteristics' (as mentioned earlier), and embed community cohesion, equality and fairness at the heart of our school community. Therefore, all members of the school community, including pupils, parents, staff and governors, can expect to be treated with fairness and respect. We believe that there should be no barriers to educational or personal achievement. (The SES should be considered alongside other school policies, particularly SEN, safeguarding and behaviour management.)

We recognise that prejudice-driven victimisation, harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia or sexism. We will take action to prevent, challenge and eliminate any such behaviour. Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations.

In line with our Anti-bullying policy we will record and collate information about all incidents and will report as required to the local authority and external agencies.

5 Roles and responsibilities

Our governing body will:

- designate a governor with specific responsibility for Equality
- ensure that the action plans arising from the policy are part of the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every three years

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Scheme
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the scheme
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the Senior Leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it
- take steps to ensure all visitors to the school including parents / carers are adhering to our commitment to equality

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this scheme

- provide a lead in the dissemination of information relating to the scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

Our school staff will:

- promote an inclusive and collaborative ethos in the school
- challenge inappropriate language and behaviour
- respond appropriately to incidents of discrimination, victimisation and harassment,
- ensure appropriate support for pupils with additional needs
- be involved in the ongoing development of the scheme
- be fully aware of the Equality Scheme and how it relates to them in their day to day practice
- understand that this is a whole school issue and support the Equality Scheme
- make known any queries or training requirements

Our pupils/students will:

- be involved in the ongoing development of the scheme and will understand how it relates to them (appropriate to age and ability)
- have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or a subject to any inappropriate language or behaviour

Our parents/carers will:

- be given opportunities to become involved in the ongoing development of the scheme
- have access to the scheme through a range of different media appropriate to their requirements
- be encouraged to actively support the scheme
- be encouraged to attend any relevant meetings and activities related to the scheme
- be informed of any incident related to this scheme which could directly affect their child

6 Equality Impact Assessment

Equality impact assessment is a systematic method of rigorously checking all school policies, projects and practices to ensure they are genuinely accessible and meet the needs of our pupils, staff and the local community in relation to age, disability, gender, race, religion and

belief and sexual orientation. Where negative impacts are identified we then take steps to deal with this and ensure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures, any new projects or policies will be assessed prior to commencement.

7 Monitoring and review

This scheme was published in April 2012. It will be actively promoted and disseminated through letters home to parents, being available on the school website, through staff INSET and in school assembly.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this scheme which sets out our priorities and supports these within the detailed action plan.
