

MILNROW PARISH CHURCH OF ENGLAND PRIMARY SCHOOL

enjoy, learn, play, succeed



Single Equality Scheme



DATE: October 2016

REVIEW DATE: October 2019

VERSION NUMBER 2

SIGNED (HEADTEACHER) _____

SIGNED (CHAIR OF GOVERNORS) _____



INVESTOR IN PEOPLE

INTRODUCTION

Our Single Equality Scheme covers a three-year period from 2016 to 2019. It integrates our statutory duties in relation to nine equality strands:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual orientation

Also, included is the promoting of 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 enables us to achieve a framework for action which covers all nine equality strands and promoting community cohesion. It ensures that we meet our responsibilities of the public sector duties in an inclusive way. We will target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics (See **Appendix B** for a range of protected characteristics). Those with specific roles and responsibilities are identified in **Appendix A**.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and future action plans will address any potential priorities. This will be reviewed by our governors and will cover activity undertaken in relation to the nine equality strands and promoting community cohesion.

The Public Sector Equality Duty enforced by The Equality Act 2010 came into force in April 2011 and has three aims under the general duty for schools. To have due regard of the need to:

1. Eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the Act: by removing or minimizing disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not.
3. Foster good relations between those with a relevant protected characteristic and those who do not.

The specific duties that are required to demonstrate compliance with the equality duties are:

1. To publish equality information to show compliance with the Equality Duty and monitor and review actions annually
2. To publish equality actions at least every three years, which are specific and measurable

Our school has considered how well we currently achieve our duties with regard to the protected equality groups. Using the information we have gathered we have decided upon actions. The scheme has been agreed by our Governing Body. In line with legislative requirements, we will review progress of actions annually and review the scheme on a three year cycle.

In compiling this equality information we have:

- Reviewed the school's equality data, policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

MEETING OUR DUTIES

Under the statutory duties all schools have responsibilities to promote 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

We follow the Local Authority Procedures for 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:

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.
2. Promote equality of opportunity between men and women, girls and boys.
3. The duty also includes the need to consider actions to address the causes of any gender pay gap.

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 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 to make it easier to monitor our progress and performance.

Effective implementation of equality legislation will aid Milnrow Parish CE Primary School to:

- Create a shared commitment to diversity and respect within a diverse learning community
- Raise standards in learning and deliver effective and responsive learning to pupils as individuals
- Promote a greater understanding of equality and human rights benefiting the whole of society

CONSULTATION, ENGAGEMENT AND MONITORING

The school consults, engages and monitors the plan by:

- Feedback from the annual parent questionnaire, parents' evening and OFSTED Parent View
- Input from staff surveys or through staff meetings and evaluations of school training
- Feedback from the school councils (Curriculum, Eco, Ethos and School), whole school surveys on children's attitudes to self and school
- Feedback at Governing Body meetings

Our areas of priority and actions will be monitored annually, will be published on the school website and hard copies can be acquired from any interested parties on request.

PRIORITIES AND ACTIONS

See **Appendix C**

Appendix A

Roles and Responsibilities

Governors

The Chair will take the lead; the governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Keeping up to date with training in all the equality duties
- Monitoring progress towards the actions and reporting annually
- Seeking to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- Welcoming all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- Ensuring that no child is discriminated against whilst in our school on account of their race, sex or disability
- Evaluating the actions annually
- Evaluating and review the scheme every three years

The Headteacher

Ms L Kirkham will:

- Implement the school's scheme and actions
- Ensure the scheme and actions are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability in

regard to students, staff, parents/carers and visitors to the school

- Follow Local Authority (LA) guidelines when dealing with any discriminatory incidents e.g racism
- Monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy
- Ensure that all appointments give due regard to this scheme , so that no-one is discriminated against when it comes to employment or training opportunities

Staff

All staff within the school will:

- Advance equality in their work
- Foster good relations between groups and deal with prejudice - related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities

(Visitors and contractors are also responsible for following relevant school policies)

Parents/guardians/carers

Parents/guardians/carers will:

- Have access to the scheme
- Be encouraged to support the scheme
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- Have the right to be informed of any incident related to this scheme which could directly affect their child

Pupils

Pupils will:

- Be made aware of any relevant part of the scheme, appropriate to age and ability
- Be expected to act in accordance with any relevant part of the scheme
- 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 prejudiced based bullying bullying/incidents
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Appendix B

Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between same sex couples (Section 1, Marriage (Same Sex Couples) Act 2013, Marriage and Civil Partnership (Scotland) Act 2014. Same-sex couples can also have their relationships legally recognized as 'civil partnerships'. Civil partners must not be treated less favourably than married couples.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Appendix C

Milnrow Parish CE Primary School
Plan with actions

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators	Review
All	Publish and promote the Equality Scheme through the school website, newsletter and staff meetings	Question about parent awareness of Single Equality Scheme in annual survey	Headteacher (Ms Kirkham) /designated member of staff (Miss Eastwood) and Governors	Immediately after Equality Plan is agreed by Governing Body	Staff are familiar with the principles of the Equality Scheme and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Scheme	
All	All school policies should have due regard to the Equality Scheme as they are reviewed	Through Governing Body meetings	Headteacher (Ms Kirkham) and Governors	Over period plan	Improved inclusivity	
All	Monitoring and analysis of pupil achievement by race, gender and	Achievement data analyzed by race, gender and disability	Headteacher (Ms Kirkham), Assessment Coordinator/SENCo (Miss Eastwood),	Annually by Subject Coordinators. Headteacher's	Analysis of teacher assessments/annual data demonstrates the gap is	

	disability and act on any trends or patterns in the data that require additional support		Governing Body, Subject Coordinators and class teachers	Report to Governors. Termly by class teachers, SLT and Miss Eastwood	narrowing for equality groups	
All	Monitor incidents of bullying, racism and harassment to look for trends and take actions to rectify the position	Termly reviews as part of inclusion/safeguarding team review of pupil concerns	Headteacher (Miss Kirkham)	On going		
All	Ensure that the curriculum and assemblies promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race,	Increase in pupils' participation, confidence and achievement levels. Monitor behaviour logs for specifics e.g racism, gender, religion and disability.	Class teachers and Subject Coordinators	Sept 2016- July 2017	Notable increase in awareness, participation and confidence of targeted groups	

	religion and belief, gender and disability.					
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability	Increase in pupil participation, confidence and positive identity-monitor Pupil Voice	Headteacher (Ms Kirkham) Class teachers	On going	More diversity reflected in school displays across all year groups	
All	Ensure that all newly arrived pupils are given the opportunity to make a positive contribution to the life of school	School Council Curriculum Council Eco Council Ethos Council Pupil Voice Playground Pals Class contributions	Member of staff leading on School Council (Headteacher - Ms Kirkham) Class teachers	On going	More diversity in School Council membership. Other pupils can identify contributions	
All	Extended school activities such as breakfast and after school clubs take into account pupil needs and access issues and pupils attending reflect the	Monitoring of registers	Miss Eastwood	On going	Increased access by pupils from identified groups	

	diversity of the school population in terms of race, gender, disability and socio-economic status					
Community cohesion/Race	Enhance cultural events throughout the year to increase pupil awareness of different communities e.g. Diwali, Eid and Christmas and visit different religious buildings	RE lesson observations, Pupil Voice in collective worship, subject and celebration book Pupil Voice Visits to places of interest (museums, historical sites and Touchstones) and different religious buildings (mosques, synagogues, churches and gurdwaras)	New Curriculum Lead (Mr Watson), RE Coordinator (Mrs Evans) all teachers and SLT	Sept 2014- July 2015	Increased awareness of different communities shown through PSHE/RE lessons and assessments and collective workshp	
Gender	Encourage girls to have a positive view of maths and promote girls mathematics in school within KS2.	Pupil interviews Data Lesson observations Use of interventions to target certain children	Mathematics subject coordinator (Mrs Myers) and SLT	Sept 2016 - on going	Girls have a more positive view of mathematics Attainment of girls' mathematics increases	

	Class teachers to make maths appealing to girls as well as boys.					
Gender	Provide and promote opportunities for speaking for both boys and girls within the Early Years Foundation Stage (EYFS) and KS1	Pupil interviews Data Lesson observations Use of interventions to target certain children	Early Years (Miss Riley), Year 1 class teacher (Miss McEvoy), EYFS/KS1 Coordinator and SLT	Sept 2016 - on going	Boys and girls are speaking more	
Disability	Audit premises for accessibility. Audit pupils with disabilities opinions about access to resources/clubs etc	Resource Governors Committee Report on accessibility. Accessibility Plan. Pupil Questionnaire/Voice	Headteacher (Ms Kirkham) and Governing Body	Sept 2016- July 2017	As far as is possible a fully inclusive site. Club attendance is fully inclusive	