

Single Equality Scheme John F Kennedy Primary

We are pleased to introduce John F Kennedy's first combined Single Equality Scheme. This outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as a school, an employer and a service provider.

John F Kennedy Primary School is committed to equality and diversity because of its determination to ensure every child and member of staff fulfils her/his potential regardless of background or personal and family circumstances.

Our commitment to equality and diversity is a fundamental principle in the following policy statements:

- Equality policy
- Single Equality Scheme
- Equality and Diversity Action Plans

Our curriculum, including PSHE and RE, assemblies and collective worship enable us to ensure our pupils learn about equality and diversity. Our commitment to becoming a Unicef 'Rights Respecting School' also affords us the opportunity to embed the values of equality and diversity.

We welcome the opportunity to share our information and objectives for equality and diversity for the following reasons: •

This is the latest obligation by the Public Sector Equality Duty from the 2010 Equality Act and we wish to be fully compliant with current legislative requirements and good practice;

- Publication of our information and objectives are intended to ensure parents/carers can make informed decisions about choosing our school for their children;
- We are fully committed to transparency and accountability.

The scheme details our vision to create an environment where all people who are part of our school community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We believe that this scheme will help us to meet our legislative responsibilities in relation to equality and diversity, and we will strive to make improvements where these are identified; these are set out in our action plan.

We see this scheme as one that belongs to the whole school community, which is why we consult with a range of groups including staff, pupils, parents, governors and focus groups.

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

Head of School: Mrs V Mellor

The Governing Body: Chair of Governors Mr F Carroll

The Equality Act 2010

The Equality Act 2010 consolidates existing law into a single framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty

As part of the Equality Act 2010, a new general public sector equality duty came into force in 2011. This duty states that public bodies, including schools, must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

Groups protected under the Act

Schools have obligation under the Act as:

- employers
- bodies which carry out public functions
- service providers

Therefore, John F Kennedy Primary School needs to make provision for the following groups of people:

- employees
- prospective pupils (in relation to admissions arrangements)
- pupils at the school (including those absent or temporarily excluded)
- former pupils – if there is a continuing relationship based on them having been a pupil at the school)
- families of pupils
- groups who might use the school for community use

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'. The relevant characteristics are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation (The category of age, which is covered as part of the equality duty, does not apply to education and service provision in schools.)

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments (for disabled people)

The Equality Act also protects people from:

- harassment, in relation to disability, race and sex
- victimisation

A protected act is:

- making a claim or complaint of discrimination under the Act
- helping someone else make a claim by giving evidence or information
- making an allegation that the school or someone else has breached the Act
- doing anything else in connection with the Act

Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. School must also not victimise parents/carers who make complaints.

Specific Duties

Disability

- to make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- to make improvements to the physical environment to increase access to education and associated services
- to increase access to the curriculum for disabled pupils
- to make written information available in a range of different ways for disabled pupils, where it is provided for non-disabled pupils
- to provide appropriate equipment/support for pupils with SEN

Gender

- to consider the need to include objectives to address the causes of any gender pay gap in staff salaries
- to gather and use information on how school's policies and practices affect gender equality in the workforce
- to consult with stakeholders and take account of any relevant information to determine equality objectives Race
- to promote equality of opportunity
- to promote good relations between people of different racial groups
- to monitor impact of policies on pupils, staff and parents of different racial groups and review impact on pupil attainment levels Religion/Belief
- to avoid all forms of discrimination in employment on basis of religion of belief
- to avoid all forms of discrimination in provision including arrangements for admissions, teaching and learning and curriculum content Sexuality
- to avoid all forms of discrimination in employment on basis of sexual orientation
- to avoid all forms of discrimination in provision including arrangements for admissions, teaching and learning and curriculum content

Positive Action

The act contains provisions which enable schools to take 'positive action' ie. provide additional benefits to pupils with protected characteristics, to address any disadvantage that they face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than nondisabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Implementation

We will ensure implementation of this scheme through action in the following areas:

- Relationships and ethos – to foster behaviour based on the rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and wellbeing and to address all forms of prejudice related bullying;
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level, to remove barriers to access and participation in all activities and to narrow the gap in outcomes for different groups;
- Teaching, learning and the curriculum – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and the responsibility to uphold and defend them and to develop the understanding of responsible action

Our School Equality Information

School Profile

As a result of the Public Sector Equality Duty, we publish the following information:

John F Kennedy Primary is a larger than average 2FE school with 440 pupils on roll including 26 place Nursery. The majority of pupils are of white British heritage. Free school meals and social deprivation indicators are broadly in line with national averages however a third of the school comes from the 20% most deprived super output areas.

Staff

87% all staff (including support and LTS) female 13% male

97% all staff white British 3% BME

19% all staff age 18-35, 52% age 35-50, 29% 50+ (Spring 2012)

0% all staff have a disability. Adjustments have been made to ensure all staff can fulfill responsibilities.

Pupils

46 % pupils female 54 % male

99 % white British 1% BME

17% disability/special need or learning difficulty

20% Free School Meals 1% pupils EAL

All facilities in school are accessible for individuals with mobility problems. Staff are able to adopt appropriate flexible working arrangements.

All pupils have access to the same broad and balanced curriculum. Girls and boys have access to all sports/physical activities and are taught in mixed gender groups.

We monitor the composition of pupil voice groups including School Council and Rights Respecting School focus and steering groups to ensure all groups in school are represented.

The above information will be updated April annually and made available to the community via the school website: www.jfk.primary.co.uk .

Vision and Values

At John F Kennedy Primary School our vision is to work together to create a school where every child matters and where caring for each other and taking responsibility for personal actions are the heartbeat of our school community.

Everyone in school works towards a shared goal which is to create an ethos which will encourage confident, articulate children who are highly motivated and eager to participate in a broad, balanced curriculum enhanced by a range of learning experiences both within and beyond school that will enrich their learning and equip them for the changing challenges of the 21st Century.

All children are encouraged to reach their full potential where they are supported and given the skills to respond positively to challenge in every aspect of their life and learning. We believe that systematic assessment for learning, and recording of learner's progress, enables appropriate challenge to be built into our provision for all learners.

We fully accept the principles of equality of opportunity and we want our school to be an inclusive school that values individualism and diversity and develops positive relationships within school and within the local and wider community. We actively seek opportunities for pupils to learn with and about children from a range of backgrounds, faiths and cultures. Through our ethos of caring for all, we will promote discussion and show pupils how different communities can be united by shared values, aspirations and experiences. We also seek opportunities for our pupils to make a positive contribution to the school and local community.

A healthy school agenda has been set for our school and we promote the benefits of children and adults making informed healthy life choices. We teach children the importance of keeping themselves safe and the whole school community works together to create a safe environment for children to experience living and learning together.

At John F Kennedy we believe in the value of reviewing and evaluating our provision and we look for ways in which all stakeholders can contribute to this process. Governors are well informed and work with the Head Teacher and Senior Leadership Team to monitor the provision and learning and to set the strategic direction of the school. The Governors are our 'critical friends' and ensure value for money is secure in all areas. We believe in the importance of developing the role of our School Council.

We offer extended services in response to need and signpost parents to other service providers. We endeavour to offer a range of after school activities to enrich the experiences of all our children.

Objectives

Our objectives for equality and diversity are to:

- ensure all children receive equal and fair opportunities to access all aspects of the curriculum, extra-curricular activities, educational and recreational visits including residential experiences;
- narrow the gap in achievement between vulnerable and non-vulnerable pupils
- embed the vision and values enshrined in the principles of being a 'Rights Respecting School';
- eliminate all forms of discrimination within the school community

Responsibility

The School's Governing Body is ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place, and the detailed action plan accompanying this scheme sets out how we will do this.

The Governing Body is responsible for:

- ensuring the school complies with all relevant equality legislation
- ensuring that the school equality scheme is followed

The Head teacher is responsible for:

- making sure that the equality scheme and its procedures are followed
- making sure that the school equality scheme clearly outlines how it will deal with issues faced by 'protected' groups
- producing regular information for all staff and governors about the scheme and how it is working
- making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability or any of the other protected characteristics

Staff are responsible for:

- dealing with racist, homophobic and other hate incidents
- being able to recognise bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with laws on discrimination
- taking up training and learning opportunities

Parents/carers are responsible for:

- supporting our school as it implements this scheme
- providing positive role models for their children
- informing staff of any incidents that occur

Pupils are responsible for:

- treating others kindly and fairly and respecting the rights of everyone
- informing staff of any incidents that occur
- engaging in their learning

The Head teacher has overall responsibility for dealing with bullying, hate incidents or discrimination.

The Head teacher and all staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Schools Single Equality Scheme.

Meeting our responsibilities in relation to the Act

In order to meet its responsibilities in relation to the Act school undertakes Equality Impact Assessments on all our policies, plans, projects and functions. These assessments allow us to identify barriers to achieving equality for all and help us to ensure we eliminate all forms of discrimination in a school setting. As a result of assessments, a 3 year action plan is devised setting out the school's priorities for improvements, including actions, timescales and responsible persons. The plan is intended to improve outcomes for children, families, staff and any community groups who may be disadvantaged because of inequality. We will monitor the actions developed through the Equality Impact Assessments regularly, and will review the plan annually.

Consultation

It is a requirement that the development of the action plan is informed by input from staff, pupils, parents and carers. We achieve this by using the following information:

- feedback from parent questionnaires
- feedback from parent consultation meetings and Curriculum meetings
- comments in Parent Suggestion box and Comments, Compliments and Suggestion leaflets • input from staff through staff meetings
- feedback from School Council and Rights Respecting school steering group
- feedback from Rights Respecting School focus group
- issues raised in IEPs, annual reviews or personalised pupil plans
- feedback at Governing body meetings
- feedback from pupil questionnaires and suggestion boxes
- feedback from specific 'protected groups'

Monitoring

This scheme and action plan cover 3 years. We will monitor the equality information used to inform the action plan and the outcomes resulting from it annually in the spring term full Governing Body meeting. The Head teacher is responsible for reviewing and monitoring

Publishing and promoting the scheme

This Scheme has been agreed by the Governing Body and will be published in the following ways:

- copies of the scheme will be made available to all staff and governors
- copies of the scheme will be displayed in public areas in school including reception, Nursery and Reception pupils' entrance and Community Room
- the Scheme will be published on the school website and parents will be informed of this in Buzz newsletter

Relevant legislation and best practice advice:

- 1970 Equal Pay act
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 1999 Macpherson Report into Stephen Lawrence Murder Inquiry
- 2000 Race Relations (Amendment) Act • 2001 Special Educational Needs and Disability Act
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality

- 2006 Equality Act
- 2006 Sexual Orientation Regulations
- 2006 and 2007 Employment Equality (Age) Regulations and Amendments
- 2010 Equality Act

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