

Equality Scheme 2016-2020 (reviewed May 2017)

1. Vision and Values

Our equality vision and the values that underpin school life:

At Prae Wood Primary and Nursery School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by gender, race and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Prae Wood, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender or gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments can be made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, and women and men are recognized;
- religion, belief or faith background;
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying incidents.
- mutual respect and good relations between boys and girls, men and women, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that may already exist

In addition to avoiding or minimizing possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people;
- people from a wide range of ethnic, cultural and religious backgrounds;
- both men and women, as well as both boys and girls;
- people with differing sexual identities.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, as well as both girls and boys;
- people with differing sexual identities.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7). The objectives, which we identify, take into account national and local priorities and issues. We keep our equality objectives under review and report annually on progress towards achieving them.

Our School's Equality Objectives

Key priorities for action

Our school's equality objectives have five features, they are – **specific, measurable, achievable, relevant and time-limited**. The first two of these, specific and measurable, are explicitly mentioned in legislation. Meaningful equality objectives must be based on evidence. Equality objectives may arise from analysis that we have carried out on our published data or other information, where we have identified an area where there is potential for improvement on equalities.

Our equality objective-setting process has involved gathering evidence from staff, pupils and parents/carers.

We have achieved this by using the following information to shape the plan:

- feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings
- input from staff surveys and through staff meetings / INSET;
- feedback from School Council, circle group meetings, PSHE lessons;
- issues raised in annual review meetings or reviews of Individual Education Plans / Personalised Provision Maps / Care Plans, mentoring and counseling support sessions;
- feedback at Governor meetings.

Equality Objectives	Protected Characteristics
1. to ensure pupils with a disability have access to an appropriate curriculum in order to achieve their highest potential.	Disability
2. To ensure all pupils, regardless of ethnicity or race, make at least good progress in all areas of the curriculum and their learning in order to achieve their highest potential.	Ethnicity & Race
3. To ensure all pupils are able to make at least good progress and achieve in all areas of the curriculum and are represented in all aspects of school life.	Gender
4. To ensure that all pupils are encouraged to celebrate diversity and develop a greater awareness and understanding of different communities.	Religion and Belief