

# Scawsby Saltersgate Junior School



## SINGLE EQUALITY SCHEME AND ACTION PLAN

<b>PERSONS RESPONSIBLE FOR POLICY:</b>	<b>MRS M E OXER: HEADTEACHER</b> <b>Mrs A Webber: CHAIR OF GOVERNORS</b>
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Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
12/06/12	None	None	New Policy	
12/02/13	1	12/06/12	New policy	None
Spring 2015	2	12/02/13	1	None
Spring 2018	3	Spring 2015	2	Governor Change

## **VISION, VALUES, AIMS, ADMISSION & RECRUITMENT.**

### **School Vision Statement**

Saltersgate Junior School is an inclusive one in which the learning and teaching, achievements, attitudes and well-being of all members of this learning community are of vital importance. We continually seek to remove barriers to learning, value diversity and show respect for all individuals.

Through working in partnership with parents and responding to the needs of the community, we aim to maximize the potential for all pupils to lead safe, happy, healthy and successful lives.

### **Value Statement**

We believe that learning is life-long and that every child has a right to access it in a safe, stimulating and positive environment.

We believe that children should be enabled to become confident, caring individuals who strive to realise their academic, social, spiritual and moral potential.

We believe that the school should actively seek to raise pupils' individual and collective attainment.

We believe that trust, honesty and responsibility should be promoted as core values for everyone.

We believe in working closely with parents to assist children to develop their skills and understanding in a way that enables them to live cooperatively, appreciatively and confidently in a richly diverse world.

We believe in promoting equality of opportunity and access to learning for all people, regardless of race, gender, religion, disability or any factor that may unjustly impede individuals' rights.

We believe that all people are unique and that their thoughts and opinions should be invited, valued and respected.

### **Admissions & Recruitment**

Our admissions policy and recruitment policies do not discriminate against any pupils or adults. The school adheres to the Local Education Authority's policy and criteria for admissions. Copies of this are available from school. The school's standard number for each year group is presently 90 pupils. We work closely with our local community to promote community cohesion as under the 2006 Education and Inspections Act and adopt this definition by Alan Johnson 2006 '...working towards a society where there is a common

vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.'

### SCHOOL CONTEXT (as of February 2018)

Characteristics	Total	Breakdown (number and %)
Number of Pupils	359	164 (47%) Males 195 (53%) Females
Number of Staff	47	4 (11%) Males 43 (89%) Females
Number of governors	8	4 (50%) Males 4 (50%) Females
% stability of school population (pupils)	100.6%	
Pupils eligible for Free School Meals	24	6.68%
Deprivation Indicator	18.3%	
Disabled Staff	0	
Pupils on the Special Educational Needs / Learning Difficulties & Disabilities Register	46	4 Statement/ EHCP (1%), 42 SEN Support (16%)
Disabled Pupils (no SEN)	0	0%
Pupils who speak English as an Additional Language	10	2.78%
Pupils who are Looked After or a Child in Care	1	0.27%
Ethnicity: White-British %	336	93.59%
Ethnicity: Any other Ethnic Group %	23	6.4%
Average Attendance rate	96%	
Awards, accreditations, specialist status	8	SJS has been awarded: Basic Skills Charter, Inclusion Charter Mark, Anti Bullying Alliance Award, Healthy Schools award Eco- Schools award Active Students award, Climate Change award, FMSiS (Financial Management Standard in Schools) status,
Significant partnerships, affiliations etc	1	SJS works with Doncaster Partners in Learning, Teaching School, the head teacher is a Local Leader of Education and 5 members of staff are SLE's (Specialist leaders)

## Responsibilities

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- dealing with reports of hate-incidents and taking appropriate action in cases of harassment and discrimination, including bullying related to any of the 'protected characteristics under The Equality Act 2010: age, disability, gender (including gender reassignment), marriage & civil partnership, pregnancy & maternity, race, religion or belief and sexual orientation.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for one of the 'protected characteristics' under The Equality Act 2010: age, disability, gender (including gender reassignment), marriage & civil partnership, pregnancy & maternity, race, religion or belief and sexual orientation.
- keeping up to date with the law on discrimination
- taking up training and learning opportunities.

People with specific responsibilities

- the Head teacher is responsible for coordinating the equality provision for staff and pupils
- The Head teacher is responsible for gathering and analysing information on outcomes for staff and pupils
- The Head teacher is responsible for monitoring the response to reported incidents of a discriminatory nature and reporting to Doncaster Local Education Authority via the Sentinel reporting system.

Pupils will

- learn about the school's Equality scheme and to behave in accordance with it
- experience a curriculum and environment which is respectful of diversity and difference
- be taught to understand the importance of reporting discriminatory bullying and racially motivated incidents

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme

## **WHAT WE MEAN BY EQUALITY?**

Saltersgate Junior School is totally committed to equality of opportunity for everyone. We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics with regards to the 'protected characteristics' under The Equality Act 2010: age, disability, gender (including gender reassignment), marriage & civil partnership, pregnancy & maternity, race, religion or belief and sexual orientation.

We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

Every encouragement is made to enable everyone to experience and feel comfortable with all activities. The school is sensitive to the needs of all pupils and welcomes differing cultures, religions and languages for the enrichment of all. Every member of the school community seeks to promote personal qualities of responsibility, self-discipline, initiative, independence and endeavour.

## **OUR GUIDING PRINCIPLES**

In fulfilling the legal obligations outlined further on in this scheme, we at Saltersgate Junior School are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstances
- whichever their gender (including gender reassignment) and sexual orientation
- whatever their age
- whether or not they are pregnant or on maternity leave

## **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- religion & beliefs, so that different needs and experiences of prejudice are recognised
- gender (including gender reassignment) and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised
- age, so that different needs and experiences of prejudice are recognised
- pregnancy & maternity, so that different needs and experiences of prejudice are recognised

## **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 & beliefs, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- positive attitudes towards people of different sexual orientation, and an absence of discriminatory behaviour in this area
- positive interaction between people of different ages and an absence of age-related bullying and incidents
- positive attitudes towards people who are pregnant and / or on maternity leave and an absence of discrimination in this area
- promote positive intergenerational attitudes and relationships.

## **Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

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, marital status or socioeconomic circumstance
- whichever their gender and sexual orientation
- whether or not they are pregnant or on maternity leave
- whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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 and socio-economic backgrounds
- girls and boys, women and men (including gender reassignment)
- people of different sexual orientation
- age (where appropriate)
- marital status
- whether or not they are pregnant or on maternity leave

**Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We welcome and invite consultation from:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys (including gender reassignment)
- people of a different sexual orientation
- people of varying ages
- people of varying marital status
- people who are / are not pregnant or on maternity leave

**Principle 7: We feel that the community 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 of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys (including gender reassignment)
- people of different sexual orientation
- people of different ages and between generations
- people of different marital status
- people who are / are not pregnant or on maternity leave

Principles in themselves are not enough. In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in relation to the 'protected characteristics' stated in The Equality Act 2010: age, disability, gender (including gender reassignment), marriage & civil partnership, pregnancy & maternity, race, religion or belief and sexual orientation. These are outlined in our Single Equalities Action Plan.

## **ACTION PLANS**

1. We recognise that the actions resulting from a policy are what make a difference.
2. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
3. Our current action plan is set out in our Single Equality Scheme Action Plan

## **THE CURRICULUM**

4. We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
5. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

## **ETHOS AND ORGANISATION**

6. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
  - learners' progress, attainment and assessment
  - learners' and staff personal development, welfare and well-being
  - teaching styles and strategies
  - admissions and attendance
  - staff and governor recruitment, retention and professional development
  - care, guidance and support
  - behaviour, discipline and exclusions
  - working in partnership with parents, carers and guardians
  - working with the wider community.
  - participation of groups in wider school activities
  - preparing all members of the learning community for living and positively contributing to a diverse society

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
  - prejudices around disability and special educational needs
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
  - prejudices reflecting sexism and in relation to sexual orientation.
  - prejudices related to age
  - prejudices related to marital status
  - prejudices related to pregnancy and maternity
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

## **ROLES AND RESPONSIBILITIES**

10. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

11. Dedicated members (A. Haywood, named Governor for Special Educational Needs; J. McCabe, named Governor for Multi-Cultural Issues and Looked After Children/Child Protection; K. Robinson, named Governor for Race and Disability Equality) of the governing body have a watching brief regarding the implementation of this policy.

12. The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff (Mandy E. Oxe, Head Teacher) has day-to-day responsibility for co-ordinating implementation of the policy. A member of the Senior Management Team (J. Machin) supports the Head Teacher within this role.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom (as well adherence to this policy, adhering to the school's Inclusion Policy is also paramount within all aspects of school life. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.)
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- pupil's have the opportunity to have their voices heard with regards to equality issues

## **INFORMATION AND RESOURCES**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.

16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **RELIGIOUS OBSERVANCE**

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **STAFF DEVELOPMENT AND TRAINING**

18. We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **BREACHES OF THE POLICY**

19. Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **MONITORING AND EVALUATION**

20. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; language (English as an Additional Language), socio-economic circumstances (Free School Meals), Looked After Children (Children in Care), gender and age.

22. To review good practice we make use of a range of auditing schedules.

## **DEVELOPING AND IMPLEMENTING THE SCHEME.**

Key to this process for our school is the implementation of Equality Impact Assessments (EQUIAs) We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

## **HOW WE DEVELOPED OUR SCHEME**

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

- Our pupils/students

We accessed our students' views through our school and class councils (including pupil questionnaires); each class discussed their views as part of their class council meeting and these views were then shared with the school council by the class representatives.

- Our staff

Teaching staff contributed their views through a staff meeting where the policy was shared and discussed. Other staff were given a copy of the policy asking for feedback.

- Our school governors

Governors were invited to give feedback during a governors meeting. It was then signed off by the governing body.

- Parents/carers

All parents were invited to contribute their views via the school newsletter, the school website and parental questionnaires.

- Minority, marginalised and potentially vulnerable groups

We haven't singled out vulnerable groups but because we have shared this through the newsletter and the school website, we feel that we have given everyone the chance to contribute to our scheme. We have consulted widely through the various channels mentioned above, taking great care to ensure that all groups are represented and have the chance to share their views about the school's Single Equality Scheme.

## **PRIORITISING ACTIVITY**

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

***Date approved by the Governing Body:***

***Review date: April 2014***

## **LEGAL DUTIES**

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

## **SUMMARY OF LEGISLATIVE REQUIREMENTS**

### **The legal frameworks**

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'. A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised in below. As first published, they are:

- [The Disability Discrimination \(Public Authorities\) \(Statutory Duties\) Regulations 2005](#)  
Statutory Instrument 2005 No. 2966
- [The Race Relations Act 1976 \(Statutory Duties\) Order 2001](#)  
Statutory Instrument 2003 No. 3458
- [The Sex Discrimination Act 1975 \(Public Authorities\) \(Statutory Duties\) Order 2006](#)  
Statutory Instrument 2006 No. 29

(The general equality duty from The Equality Act 2010 does not specify how public authorities should analyse the effect of their existing and new policies and practices on equality, but doing so is an important part of complying with the general equality duty)

## **DISABILITY EQUALITY**

### **The General Duty**

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

### **Specific duties**

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
- involve disabled people in the development of the scheme
- produce an action plan setting out the key actions an authority will take to promote disability equality
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

### **What impact have we already had on disability equality in our school?**

- i. Promoted equality of opportunity between disabled persons and other persons
- ii. Eliminated unlawful discrimination
- iii. Increased awareness issues around harassment related to disabilities, and used the curriculum to educate the children in this area
- iv. Promoted positive attitudes to disability
- v. Encouraged participation by disabled people
- vi. Improved the physical access to the building

## What key issues still remain for our school?

### Action Plans

#### Improving access to the curriculum

	Targets	Strategies	Timeframe	Goals
Short Term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	To examine whether our current curriculum plans are inclusive for all pupils	On-going	A curriculum that is inclusive for all students
		To examine whether there is a need to extend the range of extra-curricular activities	On-going	A wider range of opportunities for students
		To review the SEN/LDD Policy and Inclusion Policy	Annual review	More students gain access to the curriculum
Medium Term	To Plan and implement improvements and adaptations to the curriculum and extra-curricular activities. Increase access to resources/premises	To ensure all new developments comply with DDA	July 12	More students gain access to the curriculum
		To evaluate the number/role of TA staff to support students with disabilities	On-going	Remodelling the staffing structure in line with financial restraints whilst allowing students to gain access to the curriculum
		To reallocate existing accommodation to more appropriate use	On-going	Improved SEN/LDD facilities and wider access to ICT
Long Term	To review short and medium targets in the light of new opportunities and legislation	To review the new curriculum arrangements and make changes where appropriate	June 12	A more inclusive curriculum built on previous experiences
		To increase staff awareness of disabilities	On-going with into of new staff	Wider range of teaching styles used (eg differentiation). Improved confidence in staff for dealing with students with disabilities

#### Access Arrangements

The school building was originally constructed in the early 1960's but has had a number of alterations through refurbishments, extensions, alterations and in 2011, a re-build. During the design of the re-build, considerations were made with regards to the accessibility of the physical environment. Teachers design their curriculum so that ALL members of the class can access the learning and disabled children are encouraged to attend lunchtime and after school clubs and provisions are made so that they can attend and participate fully. See our Accessibility policy and the action plan below for more details.

## Physical Improvements to the Environment

	<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Goals</b>
Short Term	To continue with the refurbishment of the school	To take appropriate advice with reference to guidelines	On-going with new build	Completion of the Y4 classrooms, technology room and staff room
Medium Term	Future 'decoration' and refurbishment of building	To take appropriate advice with reference to guidelines	On-going with new build	Greater accessibility and comfort for students with disabilities
		To conduct a full audit of areas requiring ramps and handrails		Existing buildings adapted wherever possible.
Long Term	To make the second floor of the building fully accessible	To look at the use of a lift to allow access to the second floor	On-going with new build	Full access gained to all areas of the grounds and building

## Improving provision of information

	<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Goals</b>
Short Term	To improve communication with disabled students	To ensure the school website is clear, simple and easy to use	ongoing	Delivery of information to students with disabilities
		To ensure parents and students have a wider access to information	ongoing	Delivery of information to students with disabilities
Medium Term	To consult with Disability Information Service about the best way to make information available to users	To increase levels of awareness amongst staff responsible for information	On going with intro of new staff	Delivery of information to students and parents/carers improved. Increase variety of information available
Long Term	To review progress made in the short term and medium term targets	To plan for the next stage	On going	Improve delivery of information for students with disabilities

## RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

## **The General Duty**

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

## **Specific duties**

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

## **What impact have we already had on race equality in our school?**

- i. Promoted equality of opportunity - included equality of opportunity within school council discussions.
- ii. Eliminated unlawful discrimination - ensured that policies and procedures within school all conform to Equality scheme.
- iii. Eliminated racist harassment – we have not had a racist incident reported since an 'out of school hours' incident in March 2010.
- iv. Promoted good relations between different ethnic groups - continued to develop knowledge and understanding of other religions and cultures through Cornerstones, RE and PSHCE and the SEAL.
- v. Increased knowledge of different ethnic groups and cultures through work with EMTAS assistants (in particular through our work with Polish & Chinese interpreters).
- vi. Increased staff knowledge of racism and racist terminology through training provided by EMTAS.
- vii. Increased knowledge and awareness of different ethnic groups, religions and cultures through encouraging multi-cultural visitors into school and through school displays.

### **What key issues still remain for our school?**

The need to keep this area of pupil development to the fore as pupils in our mainly White British community do not naturally interact with many people from different races. We are looking to address this by;

i. trying to establish links with schools from other countries through the use of the internet, emails and web cameras.

ii. continuing to develop awareness of other cultures, ethnic groups and religions through further staff training, encouragement of visitors from different ethnic backgrounds into school and through continued RE, Geography and PHSCE teaching.

iii. further display and use of images that represent different ethnic groups, cultures and religions.

## **GENDER EQUALITY**

### **The General Duty**

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

### **Specific duties**

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- gather and use information on how their policies and practices affect gender equality
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- consult stakeholders in the development of the scheme
- assess functions and policies, or proposed policies, which are relevant to gender equality
- implement the actions set out in the scheme within three years
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.

### **What impact have we already had on gender equality in our school?**

- i. Eliminated unlawful sex discrimination – we ensured all staff have equality of opportunity, in performance management and recruitment.
- ii. Promoted equality of opportunity between men and women – we have promoted equality of opportunity in recruitment
- iii. Promote equality of opportunity between boys and girls – we have continued to monitor progress of both boys and girls.

Also see Action Planning table below;

### **What key issues still remain for our school?**

<b>Possible Gender Equality issue</b>	<b>Situation at present</b>	<b>Action/Objective</b>	<b>Timescale</b>	<b>Person(s) involved</b>
Achievement of pupils	All pupils receive support to meet their needs	Continue to use assessment for learning daily and provide	Ongoing	Teachers and Teaching assistants

	regardless of gender	additional support/intervention		
Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion	Continue to offer sports to all pupils	Ongoing	Teachers and Sports coaches
After school clubs	All pupils are given an equal opportunity to participate in after school clubs. We promote inclusion	Continue to offer after school clubs to all pupils. As part of extended schools the children will be offered the facilities at signposted venues	Ongoing	SMT
Staffing	All positions advertised are open to Males and Females. Applications are judged strictly on merits.	To ensure all applications are considered purely on merit	As and when vacancies arise	Governors/HT
Staffing – Pay	All employees are paid in line with Nationally agreed pay scales	To ensure all staff are paid at the correct scale	Ongoing	HT School Business Manager Finance committee
Use of supply teachers	The agency used supply teachers both male and female depending on availability. Any preferred choice is based on relationships with pupils and teaching ability	To ensure appropriate supply cover is obtained to promote continuity and progression in children’s learning	Ongoing	HT DHT Bursar
Students including work experience	Placements are encouraged from both male and female students	To ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children’s learning	As and when students are in school	HT School Business Manager

Possible Gender Equality issue	Situation at present	Action/Objective	Timescale	Person(s) involved
Outside Agencies	Both male and female support	To ensure all pupils have access to appropriate	As and when required	HT SENCO

	staff are welcome in our school	support		Mentor
Governors	Positions are open to male and female.	To ensure the school is well governed and the needs of the school will be paramount	As and when vacancies occur	Annual review of Governing body
School Development Plan	No specific section referring to equality objectives	To ensure when the plan is re-written, reference is made in each section to the Equality objectives	Ongoing	HT DHT SMT Teaching staff
SEF	No specific section referring to equality objectives	To ensure when the SEF is re-written, reference is made in each section to the Equality objectives	Ongoing	HT DHT SMT Teaching staff
Contact with parents	Letters are addressed to both parents. Separated parents receive individual letters where required.  Invitations to events are addressed to both parents. Separated parents receive individual letters.  Newsletters are given per family to the eldest child	To continue to involve both parents in pupil's education  Newsletter available on the website  Letters to parents with whom the child is not resident	On-going	School Business Manager Admin Staff HT
Procurement	Services are requested without reference to Gender	To continue to ensure all services are requested based on the needs of the school	Ongoing	All staff

## COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and

valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

The school's curriculum should promote the spiritual, moral, cultural, mental and physical development of the pupils and prepare them for the opportunities, responsibilities and experiences of later life. Saltersgate Junior School already works in ways to develop this and promotes community cohesion. As migration and economic changes alter the shape of our increasingly diverse local communities, it is more important than ever that the school plays a full part in promoting community cohesion. The school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

The school is responsible for educating pupils who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. Through the school's ethos and curriculum it promotes a common sense of identity and supports diversity, showing pupils how different communities can be united by common experiences and values. It is the duty of the school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

### **Community from a school's perspective**

For schools, the term 'community' has a number of dimensions including:

- the [school community](#) – the pupils it serves, their families and the school's staff;
- the [community within which the school is located](#) – the school in its geographical community and the people who live or work in that area;
- the [community of the UK](#) - all schools are by definition part of this community;
- the [global community](#) – formed by EU and international links.

Saltersgate Junior School is a learning community in its own right set within the larger community of Scawsby but, at the same time, belonging to the global community.

### **What can we do to promote community cohesion?**

The school will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. All pupils, employees and other service users should be treated with dignity and respect at all times and bullying, harassment or victimisation of any groups or individuals will not be tolerated.

Saltersgate Junior School will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups

- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our School Improvement Plan
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and school self evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels the resident community of Scawsby and Doncaster
- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

### **How does the school contribute towards community cohesion?**

Like all schools it is responsible for helping pupils to celebrate diversity, live happily with people from other ethnic backgrounds and challenge discrimination on the grounds of gender, race, age, disability, sexuality, religion or belief.

- [Teaching, learning and curriculum](#) – the school must teach pupils to understand others, promote common values and value diversity, promote awareness of human rights and of the responsibility to uphold and defend them, and develop the skills of participation and responsible action.
- [Equity and excellence](#) – the school must ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- [Engagement and ethos](#) – the school must provide a means for pupils, young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, across the country and internationally.

### **What does the school need to consider in promoting community cohesion?**

It needs to consider what activities are already taking place within the school and what might be arranged in cooperation with other schools. It also needs to promote an environment where standards of conduct are of the highest level and ensure that no one is harassed, bullied or victimised.

In addition, the school wants to consider promoting well-being in the context of the work and activities that support community cohesion. This will also contribute towards the Every Child Matters outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.

## **Teaching, learning and curriculum**

Saltersgate Junior School is committed to 'quality, standards and high expectations'. It also promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

The school needs to ensure that:

- Teaching/learning across the curriculum promotes common values, helps pupils to value differences and challenges prejudice and stereotyping – for example there should be opportunities in citizenship classes/circle times for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK' and the global community
- There is a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities
- There is support for pupils and parents for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English
- There is an effective voice and the involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

## **Equity and excellence**

The school continues to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status, ensuring that all are treated with respect and supported to achieve their full potential.

The school's tracking system will enable it to evaluate progress of different groups and to address issues related to underperformance by any particular group. Appropriate and effective strategies will be implemented to help raise attainment

The school needs to continue to rigorously monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others, should be accompanied by appropriate behaviour and discipline strategies in place to deal with these issues.

## **Engagement and ethos**

Other Schools: The school works to broaden the ways that it operates in partnership with other schools. It intends to look locally or nationally to develop relationships through visits or more likely through the internet.

Outreach specialist work has also been sought from Stone Hill School and visits have taken place to a number of specialist schools for parents, staff and sometimes pupils.

Sharing facilities also provides a means for pupils and staff to interact, as do opportunities for meaningful activities such as sport, ICT and art. Pupils have attended ICT teaching sessions at Ridgewood School and other pupils from our feeder school (Saltersgate Infant School) as well as local specialist schools (eg. Cusworth Centre) have visited our school for different activities.

As Saltersgate Junior School is affiliated to the Specialist Schools & Academies Trust, we also have the opportunity to access activities through STEM links with Ridgewood School (Engineering and Applied Learning specialist school)

Parents and the Community: Good partnership activities with the local and wider community include:

- Working together with community representatives, for example the local churches, bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change, visits to local historical sites for educational workshops, Creative Partnership work with DARTS & Cape UK.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as local charities, the police, SYPTTE, social care and health care professionals.
- Engagement with parents through curriculum workshops, adult learning, social events, parent and child courses, family liaison work, parents' forums, coffee mornings, etc
- Provision of extended services, and in particular bringing parents together from different backgrounds through the community use of facilities for activities that take place. Signposting to local support centres such as the local Children's Centre.

**EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.**

We at Saltersgate Junior School will also comply with and have due regard to the following equalities legislation:

### **The Equality Act 2010**

The Equality Bill has recently gone through parliament and became an Act on the 8th April 2010. It takes effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion. The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- Disability (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

- Gender re-assignment (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- Pregnancy and maternity (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status.

- Race (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- Religion or belief (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system. Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- Sex (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- Sexual orientation (no change)

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- Age (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics. An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduce a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters can be found in the codes of practice published in January 2011.

### **Employment Equality Regulations 2003**

The Employment Equality Regulations 2003 protect employees from discrimination because of their actual or perceived religion or belief. Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

### **Employment Equality (Sexual Orientation) Regulations 2003**

The Employment Equality (Sexual Orientation) Regulations 2003 and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation. Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

### **Gender Recognition Act 2004**

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. People are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

### **Human Rights Act 1998 and Article 14 of the European Convention on Human Rights**

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

### **Part 2 of the Equality Act 2006**

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

### **Employment Equality (Age) Regulation 2006**

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

### **The Equality Act (Sexual Orientation) Regulations 2007**

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

## **GLOSSARY**

**Diversity is**

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

**Duty**

A mandatory and legal obligation to do something

**Promote**

Contribute to the progress and growth of...

Make publicity for.....

**Equality and Human Rights Commission (EHRC)**

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

**What is meant by discrimination?**

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic. Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

**Direct discrimination**

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic. Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate. It is not direct discrimination against a non disabled person to treat a disabled person better. Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

### **Combined discrimination**

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have. There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

### **Indirect discrimination**

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

### **Victimisation**

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

### **Harassment**

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating ,hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

### **Positive action**

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

**NB**

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas.

Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.