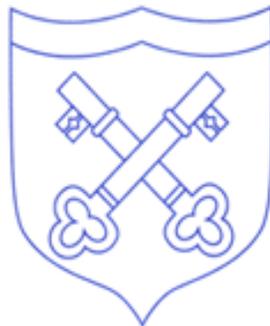

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

EQUALITY STATEMENT

MARCH 2017

(Review Date MARCH 2021)



OUR MISSION STATEMENT

Together as a caring, Christian family school, we will provide a fun education that gives confidence, independence and success for everyone, today and tomorrow.

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

CORE VALUES AND OUR CODE OF CONDUCT

The core values of Self-control, perseverance, inspiration, respect, inclusion, trust, underpin everything we aim to achieve. We particularly emphasise the concept of 'Respect' as we believe this to be the underpinning value of a strong moral code.

We instil a common understanding of our behaviour expectations through 'The Spirit of Bredhurst' and the aims of our school. These values are displayed in each classroom, the Hall and the playground and are referred to regularly in Worship and in class lessons.

THE RATIONALE

This Equality Act sets out the way in which Bredhurst C E Primary School will ensure we meet the duties to promote equality of opportunity for and between our diverse members of the school community, including, disabled pupils, staff, parents/carers, women, men and different racial groups within the school. In order to do this we will establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents and carers. Elements of the duties are:

1. Promote equality of opportunity between different racial groups, disabled and non-disabled people, women and men.
2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity religion or belief
3. Promote positive attitudes towards and between the diverse groups within the community irrespective of disability, sex, race or ethnicity religion or belief
5. Take positive action to meet the needs of all individuals, even if this requires more favourable treatment.

The Equality Act 2010 combines the various strands:

The 'protected characteristics' referred to in this policy apply to the following (in line with the Equality Act 2010):

- Age
- Sex
- Race - ethnicity including nationality/citizenship
- Disability/ability
- Religion and belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment including transgender
 - Marriage and civil partnership
 - Accessibility for disabled pupils
 - HIV/AIDS
 - Part time workers
 - Rehabilitation of offenders

Action by School Leadership Team (SLT) responsible for the Equality Scheme:

As required under the Equality Act, from 6th April 2012, ensure the school upholds it's aims as outlined in the Public Sector Equality Duty.(See separate policy.)

Raise awareness of 5 elements of the duties with all staff, governors, parents/carers and pupils. Refer to 'Implementing the DDA in Schools' published by the Disability Rights Commission. Ensure understanding of the broad definition of Disability within the DDA. Encourage declaration of disability by pupils, parents/carers, staff and other users of the school. (See DFES guidance). Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission now the Equality and Human rights Commission. Work with trade unions to implement the gender duty in employment functions. Create separate action plans for each equality duty (race, gender, sexuality, disability age and religion and faith) highlighting links as appropriate.

The Key Functions of the SLT will be:

To ensure the involvement of all minority groups including disabled pupils, parents/carers and staff. To ensure the involvement of trade unions regarding the equalities duties. To arrange for the gathering of information relating to all equality strands. To consider arrangements for race, disability and gender impact assessments, The governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

'physical impairment' includes sensory impairments;

'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;

'substantial' means 'more than minor or trivial'; and

'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Involvement of pupils, staff, parents/carers and other users of the school.

The school will consider and plan to involve pupils, staff, parents/carers and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an Additional language or are newly arrived in this country.

The school ensure that the involvement of a range of people, including those from minority ethnic groups, and hear a range of views to meet the disability, gender and race duties.

The views of the pupils, staff, parents/carers, trade unions and other users of the school will be used to set priorities.

Information gathering

The collection of information is crucial to supporting Bredhurst Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents and carers. The information will also subsequently help the school to review its performance. Information will be detailed enough to enable the school to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of the school's priorities have been achieved.

Information to Be Gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Education opportunities available to and achievement of disabled, female and male pupils and those from different ethnic groups.
- Identify disabled pupils, parents, carers, staff and other users of the school to develop the Scheme (all efforts to be made to collect information)
- SLT will recommend how the information is to be held in school, and how it interlinks with other registers. E.g. Does the school have just one school profile with differing levels of access?

Confidentiality and need to know clauses are required.

- Pupil attainment of boys and girls taking into account that certain groups of boys may do as well as girls and minority ethnic and English as an Additional Learners may face learning barriers effecting their attainment.
- Careers and sports choices of all groups e.g. male/female, ethnic groups, disabled people
- Bullying and harassment on the grounds of gender, disability and race, including a focus on sexual orientation, age, faith and belief.

Impact assessment.

Impact assessment refers to the review of all-current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an ongoing process to ensure that the school policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to the school's duty to promote race, disability and gender equality.

The priorities for the Bredhurst C E Primary School scheme will be set in the light of:

- Data collection and needs analysis to inform policy and policy action plan
- Consultation with different groups in the school and school community.

Implementation

The Scheme will be supported by individual action plans relating to disability, gender, sexuality, age, faith and belief and race equality and be incorporated into the School Improvement Plan, with oversight by the governing body so that progress can be checked, monitored, evaluated and consultation has taken place to ensure all parties involved and concerned take ownership of the scheme.

The Action plans will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for impact assessment and review.
- a schedule for publishing impact assessments.

The Scheme will incorporate the Accessibility Plan into the disability equality action plan.

The school will evaluate the effectiveness of the Scheme with the Governing body and with Ofsted when the school is inspected

Publication

The SLT will decide how best to publish the Equality Scheme either as a separate document or as part of the School Improvement Plan. The school will provide a copy for anyone asking for it in a range of formats.

Reporting

The school will report annually on the progress made on the action plans and the impact of policy on school ethos and practice within the school.

Reviewing and revising the scheme

As part of the review of the Scheme we will:

- Revisit and analyse the information and data used to identify the priorities for the scheme;
 - and
 - Impact assess to ensure that actions the school has taken have positively affected opportunities and outcomes for gender, disability, sexuality, race, faith and religion and age for pupils, staff and parents and carers and actions have provided equality of opportunity for the diversity within the school.
- The review and impact assessment of the Scheme will inform its revision; new priorities and action plan for the next scheme. This process will continue to:
- Involve and consult pupils, staff and parents/carers; and
 - be based on information and data that the school has gathered and analysed.

Action Plans

These include;

- Accessibility Action Plan
- Race Equality Action Plan (inc. Faith and belief)
- Gender Action Plan