



# **CLIDDESSEN PRIMARY SCHOOL SINGLE EQUALITY SCHEME**

July 2018

To be reviewed annually

## Section 1 - Introduction

This Schools Equality Scheme (SES) is a combined Scheme designed to meet the Race, Disability and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This Scheme will be monitored and delivered through the School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

## Section 2 - School profile and values

Cliddesden Primary School is a smaller than average primary school with 112 boys and girls on roll aged four to eleven. The school is situated in a rural location on the outskirts of Basingstoke and is part of the Brighton Hill cluster of schools. Cliddesden Primary School is a positive community which endeavours to prepare children for the challenges of the 21<sup>st</sup> century by fostering a sense of self worth and an appreciation of others.

Our vision:

**At Cliddesden Primary School we work together as a community to provide a happy, secure, supportive and stimulating environment where every child is encouraged to achieve to the absolute best of their ability whilst retaining a love of learning that will stay with them into their adult lives.**

*We aim to achieve our vision by:*

- Encouraging all members of the school community to be motivated, engaged and independent lifelong learners, through a variety of creative and stimulating learning experiences.
- Providing excellent, enjoyable teaching and learning opportunities for all children to achieve their highest standard and optimum future prospects.
- Recognising and valuing everyone's unique and positive contribution to the school community.
- Providing an open and strong home/school partnership where challenges are faced and solved.
- Promoting and valuing self-worth and self-discipline, good behaviour and co-operation.
- Encouraging a safe and healthy lifestyle through promoting healthy choices.
- Recognising that everyone has rights and responsibilities.

**In addition we aim for all our children to:**

- Enjoy school
- Achieve high standards across the curriculum
- Acquire knowledge, skills and attitudes relevant to the changing world in which they live
- Respect and value themselves, other people and the environment
- Develop enquiring minds with motivation to learn

- Work independently and collaboratively
- Take responsibility for their own actions and make informed choices
- Have well developed communication and social skills
- Have self confidence and high self esteem
- Recognise themselves as citizens of the wider world
- Extend themselves in mind, body and spirit

and so prepare them for adult life and lifelong learning.

**To achieve these aims for our children we are committed to providing the following:**

- A welcoming, stimulating and safe learning environment
- High expectations of our children and ourselves
- A broad, balanced and relevant curriculum
- High quality teaching using a variety of strategies
- A range of resources that are effectively used to support learning
- Equal access to all aspects of the curriculum and school life
- Support, guidance and training for all those who teach and work with our children
- To foster and maintain links with our villages and the wider community
- To recognise and celebrate achievements in all areas of home and school life
- A happy staff working enthusiastically together to achieve our vision and aims.

Contextual Information April 2018		School	National (2017)
Number on roll		112	279 (average)
Gender	Girls	46.9%	49%
	Boys	53.09%	51%
Absence rate		2.9%	4%
Exclusions		0%	0.3%
Ethnicity	White British	69.9%	69.3%
	Other White and European	7.08%	5.6%
	Mixed White and Black Caribbean	3.54%	1.5%
	Mixed other	7.96%	1.9%
	Black Caribbean	0.89%	1.2%
	Black- African Heritage	5.31%	3.7%

	Black other	0.89%	0.7%
	Asian - Indian	1.78%	2.8%
First Language	English	90.27%	81.8%
	Other	9.73%	18.2%
Free School Meal Eligibility	Not Eligible	94.7%	73.4%
	Eligible	5.3%	26.6%
Other pupils who receive additional funding	Service Children	0%	-
	Other	1.77%	-
Special Educational Need	SEN School Action Provision	10.6% (12 pupils)	12.2%
	SEN School Action + EHC plan	2.65% (3 pupils)	1.3%
Profile of Need (% based on total number of pupils with Primary Needs)	Specific Learning Difficulties	1.8%	-
	Cognition and Learning	6.4%	-
	Social, Emotional and Mental Health Difficulties	0.9%	-
	Speech, Language and Communication Needs	0.9%	-
	Autistic Spectrum Disorder	0%	-
	Physical Disability	0.9%	-
	SEN support but no specialist assessment of need	0%	-
	Hearing Impairment (secondary need)	0.9 %	-

End of Key Stage 2 Outcomes for Different Groups in Our School 2017		Eng/Maths School - ARE+ combined (2017)	National ARE combined (2017)
Gender	Girls	100%	65%
	Boys	89%	57%
Language	English as first language	93%	61%
	English as additional language	N/A	61%
Disadvantaged	FSM and other	N/A	67%
Special	No Special Educational Needs	100%	61%

Educational Need	School SEN Support	100%	61%
	SEN with Statement/EHCP	0%	61%

The make-up of our staff and governors reflects the school profile with one member of staff and one of the governing body belonging to an ethnic minority group. There is a good balance between age groups and we have 2 male members of staff from a total of twenty. Within the governing body, there is currently a 5:4 ratio of men to women and one member of an ethnic minority group. No adults in the school have any registered disabilities.

At Cliddesden, pupil progress is monitored termly and analysed both on an individual basis and for groups such as race, disability, gender etc. as appropriate to the composition of the school community at any particular time. The Raise-on-line data for performance of identified groups is analysed annually and any whole school issues addressed as part of the School Improvement Plan. For individual under-achievement, appropriate support is provided.

### Section 3 - The Race Duty and Community Cohesion

Cliddesden Primary School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). We have implemented the arrangements for developing Race Equality to meet the General Duty.

The school aims to:

- Prevent racial discrimination, and promote equality of opportunity so that at Cliddesden Primary school everyone, irrespective of their race, colour, ethnic or national origin, feels secure, welcome and valued
- Develop respect for linguistic, cultural and religious diversity in the (wider) community thereby promoting good relationships between people of different racial groups
- Prepare pupils for life in a diverse society
- Acknowledge the existence of discrimination and be proactive in eliminating racial discrimination

### **Responsibilities**

The Headteacher will:

- Ensure awareness of the policy and make it readily available to parents, pupils, staff and Governors
- Ensure that policy is enforced; providing feedback and training as needed

- Take appropriate action in cases of racial harassment or discrimination

#### All Staff will

- Be able to recognise and deal with racial incidents including racial bias and stereotyping in accordance with the Behaviour Policy
- Promote equal opportunities, good race relations and avoid discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- Take up training and learning opportunities to ensure up-to-date knowledge of the law on discrimination

#### Monitoring and Reporting

Racial incidents are recorded and an annual return is made, at which point the effectiveness of the policy is reviewed by the governors and HT who address any concerns.

*Racial Harassment may be defined as any words or actions towards an individual or group, whether present or not, which make a person feel frightened, humiliated, ridiculed and/or undermined in self-confidence and self-esteem because of their colour, ethnic group or nationality.*

*The Home Office Code of Practice* advises that all agencies use the definition of a racist incident recommended by the Stephen Lawrence Inquiry report:

**"A racist incident is any incident which is perceived to be racist by the victim, or any other person."**

'Racial' means of any colour, race, nationality, religion or ethnic or natural origins.

The use of power to intimidate others through verbal or physical abuse, name calling, exclusion from groups and games, damaging or stealing property, unwanted looks or comments, "jokes", note passing, distribution of offensive literature and graffiti are all recognised as racial incidents/racial harassment at the school.

We have very little racist behaviour in our school, however any incident of racial harassment will be dealt with and the school has a clear written procedure for dealing with incidents of racial harassment.

Any alleged crime, offence or incident where the victim, or potential victim believes there is a racist/sexist motive, or believes it forms a pattern of incidents with such a motive, is taken seriously at the school.

The following is stated procedure for dealing with any incidents of racial harassment which may arise at the school.

### **Procedures for dealing with racist incidents**

- Allegations of racial incidents/racial harassment can be made to any member of staff. An initial discussion would then take place between the person making the allegation (could be alleged victim, friend, witness) and first staff contact.
- Immediate action will be taken to separately interview the alleged victim and to interview the accused pupil, ensuring confidentiality.
- The victim to be supported through the support of all members of staff.
- Should an allegation be substantiated, action under the school behaviour code will be taken in the first instance.
- Contact will be made with the accused pupil's parents/carers to say what has happened; that an allegation is being investigated; outlining the proposed action and the school's general position on this. Parental co-operation would be requested and expected.
- Each member of staff (teaching and support staff) will take incidents of harassment seriously with the Headteacher being accountable and taking responsibility for implementing these procedures for dealing with racial incidents.
- Incidents of racial harassment are to be recorded by the class teacher by completing an Incident Form kept in the school office.
- Incidents of racial harassment are monitored by the Headteacher and reported annually to county by return.
- All members of staff are sensitive to the need for confidentiality when dealing with cases of harassment.

### **Community Cohesion**

We are committed to following:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promotes common values and help pupils to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.
- When and where appropriate, support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

### **Section 4 - The Disability Equality Duties**

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage disabled people's participation in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our Accessibility plan is available on the school website and was last reviewed in March 2016.

### Section 5 - The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex
- Promote equality of opportunity between women and men in all of our functions.

### Section 6 - Religion and Belief

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

### Section 7 - Sexual Orientation

Our school recognises the need to protect staff and pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

### Section 8 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying and Positive Behaviour Policies. We submit data regarding bullying and discriminatory incidents to the Hampshire County Council (HCC) Children and Young People's Service.

### Section 9 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff in accordance with County guidelines.

### Section 10 - Equality Scheme Objectives

See section 17 for the Single Equality Scheme Action Plan

### Section 11 - Roles and Responsibilities

We have reviewed key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation and they are now included in this Scheme.

#### **The Governing Body will:**

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality targets
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

#### **The Headteacher will:**

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme and Action plan

- provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme
- coordinate and monitor equality and diversity
- deal with incidents of discrimination or harassment
- monitor progress and attainment of learners from different groups and communities
- monitor recruitment and career progress of staff from different groups and communities
- provide reasonable adjustment and support for disabled learners

**All staff will:**

- recognise that they have a role and responsibility in their day-to-day work to
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the Senior Leadership Team any staff training or development that they require to carry out the above role and responsibilities
- ensure that pupils are encouraged to
  - recognise that they have a role and responsibility to themselves and others so that they understand and are able to
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - work to promote anti-bullying strategies
  - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

**Section 16 - Reporting and reviewing the Scheme**

We will review the Single Equality Scheme every three years.

## Section 17 - Equalities Action plan 2016-2019

Area	Actions to be taken	Success Criteria	Lead responsibility/monitoring	Timescale
<b>Cultural appreciation</b>	<p>Build on existing opportunities for multi-cultural events in school (religious celebrations, assemblies). Plan for a themed sessions during the academic year. Staff when planning for a new national curriculum to ensure multi-cultural elements are evident in planning and delivery</p> <p>Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity.</p>	Pupils have a greater understanding of cultural diversity. The curriculum includes reference and study of different cultures and beliefs.	KD (Headteacher) SG (SMSC coordinator)	Ongoing
<b>Fundamental equality principles</b>	Learn the significance of basic principles of equal opportunities, justice and human rights as they apply to their own daily lives and to wider community and global issues.	Pupils are increasingly aware (when this is consistent with their other areas of knowledge) of the significance of these principles to citizenship and democracy	KD (Headteacher) SG (SMSC coordinator)	Ongoing
<b>Advocacy skills</b>	Gain the skills and confidence to enable them to apply human rights to situations they encounter, to recognise and challenge abuses, discrimination and injustice and to advocate and claim their own human rights whilst fulfilling their associated responsibilities. School is applying for UNICEF rights respecting schools accreditation summer term 2016 and RRSA level 1 summer 2018	Pupils have an understanding of their rights and responsibilities in promoting respect and positive citizenship	KD (Headteacher) SG (SMSC coordinator)	Summer 2018
<b>Understanding of British Values</b>	Gain an understanding that, in a working democracy, people have a share in power that can influence the decisions which affect them and the people around them.	Through student council, house captains and junior leadership team and other areas of responsibility pupils experience roles of responsibility and democracy	All staff	Ongoing
<b>Awareness of school values</b>	Become familiar with the schools' vision of a diverse, inclusive, tolerant and equitable society.	Pupils demonstrate the school's ethos supported through assemblies and rights, respect and responsibilities	KD (Headteacher) SG (SMSC coordinator)	Ongoing

		underpinning behaviour expectations		
<b><i>Student voice</i></b>	Students develop the skills to contribute to the evaluation and improvement of the school's community dimension. Their contributions are welcomed and acted upon.	Student council to be proactive in conducting pupil surveys and representing the school's pupil voice	KD (Headteacher)	Spring 2016 then annually
<b><i>Teaching and learning</i></b>	Vulnerable pupils are clearly identified on tracking. Intervention strategies in place if pupils not making expected progress.  Teachers identified opportunities to extend/ enrich tasks for G & T pupils in their area of expertise.	The school has effective procedures in place to monitor patterns of attainment as young people progress through their education. Results are analysed by various relevant characteristics (e.g. Ethnicity, gender, social class etc.) That may reveal indirect discrimination. Strategies are in place to tackle achievement gaps.	JS (Inclusion Manager)	Termly
<b><i>All feel they can contribute</i></b>	All members of the school community know that their views can help to shape the development of the school and that there are ways in which they can share these views with others and make them known. Special efforts are made to include hard-to-reach groups (e.g. Looked after children, learners new to English language and new members of the local community).	Open dialogue is maintained between the school and its community. There is a strong sense of parent partnership and community involvement.	KD (Headteacher)	Ongoing