

Single Equality Scheme Policy



GILES BROOK SCHOOL

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Introduction

This equality scheme amalgamates all the equalities legislation into one single equality scheme for Giles Brook Primary School. It replaces earlier policies and allows the same unifying principles to affect all our equality work. It should be read in conjunction with appendix 1 which defines discrimination and other terms.

1. Statement/Principles

As a school, we welcome people from all backgrounds. We have a strong commitment to good conduct and a whole-school commitment to excellence in all we do or attempt. We aim to encourage and enhance levels of children's learning about themselves and one another as well as developing the confidence in making use of the learning they acquire. We provide a safe environment in which we promote purposeful and respectful staff and pupil relationships. We expect all members of our community to treat others as they would prefer to be treated themselves.

The scheme outlines the commitment of the staff and governors to promote equality of opportunity in our school. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth irrespective of their gender, gender reassignment, marriage / civil partnership, race, disability, religion or belief, pregnancy or maternity, sexual orientation, or age (Protected characteristics - Equality Act 2010).

2. The school's Context

Giles Brook opened in September 2003 to serve the Tattenhoe area of Milton Keynes. The school currently caters for 460 children aged 3 – 11 years.

RAISE 2016 data indicates the following:

- Pupils eligible for free school meals (FSM) is 6.9% which is below the national average of 25.2%
- The number of pupils on the SEN register is 6.6 % which is below the national average of 12.1%
- The number of pupils for whom English is an additional language is 22.2% compared to the national average of 20.1%
- Pupils from minority ethnic groups is currently 33.5%, slightly above the national average of 31.6%
- 52.3% of pupils are girls, slightly above the national average of 49.0%

3. The School's Commitments

As a school we strive to:

- Be proactive in promoting equality, good relations and tackling unlawful discrimination on the basis of sex, race, disability, religion or belief, sexual orientation, gender reassignment, maternity and pregnancy, age or ability
- Encourage and support all pupils and staff to achieve their full potential
- Make reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities
- Make opportunities in the curriculum to explore concepts and issues relating to identity and equality, particularly with respect to the background of pupils in the school

- Work in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- Use images and materials to positively reflect a range of cultures, identities and lifestyles
- Ensure that all staff, pupils and parents are aware of and adhere to the principles of the scheme
- Make newly arrived pupils and their parents / carers feel welcome in the school

4. **Roles and responsibilities in implementing the Single Equality Scheme**

All adults in the school will be expected to provide good, positive role models in their behaviour and approach to issues relating to equality of opportunity. In addition,

The Governing Body will:

- Ensure that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- Make sure that the SES and its related procedures and strategies are implemented
- Elect a governor who has lead responsibility for the SES, and who will receive appropriate training
- Support the Headteacher in consultations with all stakeholders and in implementing any actions necessary
- Evaluate and review the equality objectives, at least every four years
- Strive to ensure that the governing body composition reflects that of the wider community.

The Headteacher will:

- Work with the governing body to ensure that the scheme and its related procedures and strategies are implemented effectively
- Appoint persons responsible for co-ordinating work under the seven protected characteristics
- Ensure that all stakeholders, including staff, are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- Monitor progress within the SES and provide an annual report to the Governing Body
- Manage any day to day issues arising from the SES whether for pupils or for the school as an employer
- Take appropriate action with staff or pupils who discriminate
- Report annually on the number of prejudice related incidents

All staff will:

- Be aware of the SES, actively support it and ensure that any training requirements are reported to the Headteacher
- Deal with incidents of discrimination and knowing how to identify and challenge bias and stereotyping, as well as being aware of procedures to record such incidences
- Ensure that activities or personal behaviour do not discriminate on any grounds
- Keep up to date with equalities legislation by attending training and information events organised by the school or local authority

All teachers will:

- Ensure that pupils from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through encouraging community cohesion.

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All pupils will:

- Be aware of issues related to equality and act appropriately
- Understand the importance of reporting prejudice based incidents

Parents/carers will:

- Have access to this scheme

- Be encouraged to support the scheme
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- Have the right to be informed of any incident related to this scheme which could directly affect their child

Visitors and contractors will:

- Be made aware of and expected to comply with the school's SES

5. Consultation and Involvement

The following documents and opportunities for discussion will provide current information to support the regular review of this Scheme:

- Parent questionnaires
- Staff meetings
- Performance management discussions
- Pupil surveys/ interviews
- PSHE lesson feedback
- Issues raised in annual reviews
- SEF
- FRIENDS
- Feedback following discriminatory incidents or complaints
- Open evening discussion/feedback
- Local community groups that access the school
- Governors

6. Data Analysis

The school collects and analyses attainment data in relation to the following groups:

Gender, SEN, EAL, Ethnicity, FSM (PP)

The school uses the RAISEonline report to compare progress and attainment with previous years as well as national expectations.

Internal school data collection is completed termly and this information is used to ensure that the afore mentioned groups are achieving their full potential

7. Action Plan

Appendix 2 sets out the objectives relating to each Equality Strand. These objectives are related to the School Improvement Plan and are checked, monitored and evaluated regularly.

8. Publication

This equality scheme will be published on our school website and cross-referenced to in the School Improvement Plan.

It will also be made available in hard copy for anyone requesting it.

9. Monitoring and review

The staff member responsible for co-ordinating the monitoring and evaluation is Debbie Williamson, and will be responsible for:

- Ensuring that this equality scheme and its objectives are revised and republished every four years, taking into account of what has been achieved and which areas need to be focused upon for the next four years.
- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governing body or representative member of the Governing Body with responsibility for the Equalities Agenda
- Publishing a summary of progress relating to each of the objectives annually
- Supporting the evaluation activities that monitor the impact and success of the policy , in line with the measurable milestones set within the action plan

(appendix 2)

Appendix 1: Definitions

Definitions from www.equality-law.co.uk

- Direct Discrimination:** Direct Discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic
- Indirect Discrimination:** Indirect Discrimination can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic.
- Protected Characteristics:** The nine characteristics protected from unlawful discrimination (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Appendix 2 Giles Brook Primary School Equality Scheme: Action Plan 2017-2020

Equality Strand	Action	Team(s) Responsible	Timescale	Monitoring	Outcomes
All	Publish and promote the revised Equality Plan through the school website, newsletter and staff meetings	HT DHT AHT Gov	End of January 2017	Termly HT DHT AHT Gov	All stakeholders will be familiar with the principles of the Equality Plan and use/promote them whenever possible e.g. planning/displays/discussions/PTA
All	Audit of current displays / website	Whole Staff	Each Display change	KS leaders	The school website and displays will reflect and celebrate our diverse society
All	To review and improve cross curricular Spiritual, Moral, Social and Cultural elements in the curriculum.	Whole Staff	July	AB (PSHE coordinator)	Promoted pupil's spiritual, moral, social and cultural development and suitably prepare them for life. Climate and ethos enables pupils to grow and flourish, become confident individuals and appreciate theirs and others worth.
Gender	Reduce the gap between the progress and attainment of girls and boys in Maths	DHT/SLT Whole teaching staff	July	Half termly using internal data	The gap will have closed and all pupils, regardless of gender, will be working at or above expected levels

FSM (PP)	Children qualifying for PP will make increased progress and attainment by the end of KS1 and KS2	DHT/SLT Whole teaching staff	July	Half termly using internal data	Progress and attainment in this protected group will be at least equal to other pupils in all subjects
Disability	To close the progress gap between pupils with SEN and their peers	AHT/SLT Whole teaching staff	July	Half termly using internal data	SEN pupils will make progress in line with their peers
Race	To close the attainment gap between Black Caribbean pupils and their peers	AHT/SLT Whole teaching staff	July	Half termly using internal data	Black Caribbean pupils will make greater progress and their attainment will be at least in line with their peers