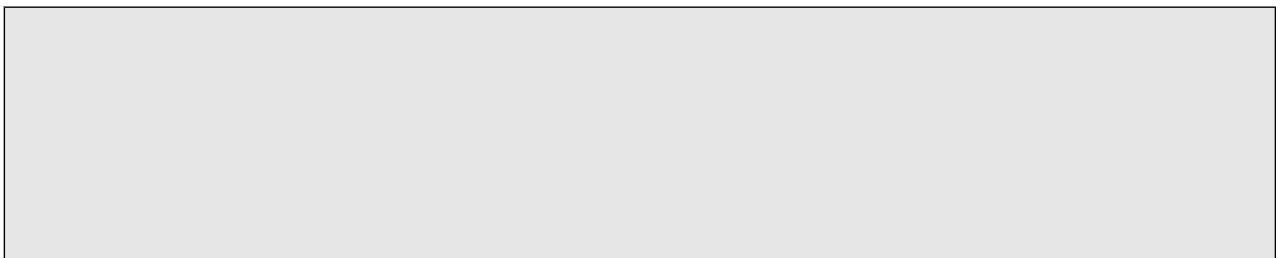




Trimley St Mary Primary School

Policy

Policy Title	Single Equality Scheme
Legal Requirement	Yes
Review Cycle	3 years
Lead Personnel/Committee	
Version	
Summary of Changes	Reported on and published annually to governors and parents (separate document on the school website)
Date Approved by Governing Body	01/12/11
Next Full Review Date	Full review Jan. 2015 Next full review 2018



Single Equality Scheme for Trimley St. Mary Primary School

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1. Introduction

Trimley St. Mary Primary School welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. Although we are not required to produce a single equality scheme, there are many similarities between the expectations of different pieces of legislation and we believe that a single scheme will promote effective action to address inequalities. This scheme will therefore describe how we meet our obligations to promote equality by:-

1. Eliminating discrimination, harassment and victimisation.
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share.

(Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.)

A guide to the legislation from which the above duties arise is included in **Appendix (i)**. (including update on Equality Act 2010)

In writing this scheme we have drawn on the Single Equality Scheme produced by the Department for Children, School and Families (DCSF) in autumn 2007. The introduction to the DCSF scheme sums up the reasons why schools and other public organisations are now required to produce equalities schemes:

“Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm; every child should have the chance to make the most of their talents and fulfil their potential. But not every child gets the same opportunities and not every family is able to take up those that are available. Some families struggle more than others against disadvantage and discrimination. Some children are at greater risk of harm and/or ill health than others are. Not every childhood is a happy one. Life is not yet equal for disabled children and their families, nor is it for children and families from many minority ethnic communities. For some children, young people and families, these inequalities make it hard for them to realise their personal potential without extra support. The fact that so many young people who have experienced disadvantage do not gain such impressive results at GCSE as their peers is but one pointer to the fact that they do not always get that extra support. For some children, young people and families, discrimination against them because of their ethnicity, disability or circumstances ignores their potential and suppresses their ambition. Discrimination impoverishes lives. Most obviously, it deprives those who suffer from it of dignity and opportunity. The fact of discrimination against minorities also demeans and undermines the strength of our society as a whole.”

(DCSF Single Equality Scheme – December 2007)

At Trimley St Mary Primary School we are committed to ensuring equality of education and opportunity for all our pupils, for their parents/carers, for staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background or other characteristics. We believe that diversity is strength – for our school, its community and Britain as a whole – and we will work pro-actively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued. The school strives to instil the British Values of :-

Freedom, unity, peace, love, tolerance, respect, honesty, humility, cooperation, responsibility, happiness and simplicity. These twelve values permeate all subjects in the curriculum and indeed all areas of school life at Trimley.

2. School profile

Trimley St Mary Primary School is situated in the large, semi-rural village of Trimley St Mary on the outskirts of Felixstowe. The original building was opened in 1904 and is pleasantly situated in large grounds, with its own sports field, playground and adventure playground. The school was extended in the 1980s and now comprises 15 classrooms with adjoining activity areas, a hall, two well-stocked libraries, a music room, an ICT room and two laptop trolleys. All Key Stage 1 & 2 classrooms have interactive whiteboards.

The school is a co-educational day school for primary aged children aged 4+ to 11 years.

The 2015 January school census shows

Total Number of children on school roll	Number that are girls	Children that qualify for Free School Meals	Children on Special Educational Needs register	Children with a disability not on SEND register	Pupils on roll by ethnic group	Children with English as an additional language
369	169 (46%)	38 (11%)	28 (8%)	8 (2%)	Mix of 12 codes	8 (2%)

The school is organised into twelve mixed ability classes. Generally, the classes are single age with two parallel classes in each year group, at present there are 4 mixed year 3+4 and three mixed year 5+6 classes. Including the Headteacher, there are twelve full-time and two part-time; including one job share post. There are 15 teaching assistants, 3 administrative staff, 2 cleaners, 16 part-time midday supervisors and 3 catering staff.

The school achieved Healthy School and Eco-School Status in 2007- 2010. The school was awarded the activemark status in 2008 and became an 'Elklan Communication Friendly School' in 2014.

We are a large school in the context of Suffolk serving a mixed catchment area of private and housing association accommodation. The school is popular and well thought of within the local area with pupils coming from out of the catchment area. Pupils are drawn from West / North Felixstowe and Trimley St Martin.

The privately run First Stop pre-school is on the school site situated next to the rear playgrounds. First stop has good links with the school including weekly visits to use the school hall for activities. The local schools pyramid ensures all work together and have established coordinated, integrated services. Through this partnership there are plenty of opportunities for combined activities which in turn aids transition from Pre-school through to High School and beyond.

There is a very active PTA that have helped the school to raise funds for a number of projects that have been of great benefit to the school community e.g. Library refurbishment, they provide an annual fund to buy new books and other valuable resources, equipment for outdoor use at break times, new display boards and many more. They are currently fund raising to try and refurbish our swimming pool.

There is a large range of community lettings including Scouts, Cubs, Brownies, Rainbows, youth dance, local youth football team, keep fit and occasional Parish Council meetings. The school is also open during the occasional evenings for parents' evenings, productions, school discos. A before and after school club is run by Premier Sport and a Dance club runs twice weekly.

3. The Aims of Trimley St Mary School

At Trimley St Mary we aim to

- Create a safe, secure and happy environment where pupils are motivated, challenged to think and inspired to learn, and where activity can flourish.
- Develop pride in the school community fostering a cohesive culture of tolerance, co-operation and respect for self and others.
- Provide access to an inclusive balanced and appropriate curriculum enabling each pupil to reach their full potential - academically, socially and physically.
- Recognise parents and the wider community as active partners in the education process and life of the school.
- Promote high expectations in all areas recognise achievement and celebrate success.
- Work collaboratively alongside other agencies and services to deliver Every Child Matters Agenda ensuring children:
 - Enjoy and achieve
 - Keep healthy
 - Stay safe
 - Make a positive contribution
 - Achieve economic well-being

4. Ethos of the School

Our school exists to serve the children and families within the community. In particular the young children living in it. It is a partnership between parents, staff, Governors and the Local Education Authority to promote the intellectual, physical, emotional and spiritual development of all of our children.

The children are also members of the school and of a wider society. Their development as social beings is promoted as they experience caring and trust and as they learn to be sensitive to the needs and wishes of others.

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.

At Trimley St. Mary Primary school, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

We value and promote the individuality of all our pupils and are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

5. Aims of this Scheme

Through it, the existing work we have carried out over many years to address the specific needs of individuals and groups of children and young people will be developed and enhanced. Developing the scheme will enable us to re-examine this work, involve a wide range of stake holders and consider outcomes for children and young people from different groups, so that we are in a stronger position to identify key priorities and work to address them. Our action plan will set out these priorities and how we will achieve them. We will regularly review our progress and ensure that outcomes are published and any necessary changes to our approaches are made.

6. Principles

We are adopting seven principles, adapted from those chosen by the DCSF in their Single Equality Scheme.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from our school's policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;

- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

Principle 5: Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and, people from different age groups, with different income or family circumstances or who live in different places.

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people;
- people of minority ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people who face challenges because of their age group, income, family circumstances or where they live.

Our school supports the DCSF view that policies and practices should be reviewed in the light of these seven principles, which are also laid out in **Appendix II** to guide such reviews.

7. How we will gather information on the effects of our policies and practices on people from different groups

We will gather and analyse a wide range of information about our policies and how they affect girls and boys, disabled children and young people and those from minority ethnic or religious communities and their families. We will also review evidence relating to other groups that may face particular challenges. We will look in particular at differences in outcomes for children and young people at the end of each Key Stage. Where possible we will compare the achievement of different groups. Where the numbers of individuals in groups are small, we will review individual progression to identify issues. We have also made use of national and local evidence of underachievement.

We will review all aspects of school life and will include behaviour, exclusions, school attendance, participation in clubs and community cohesion.

We recognised that we could not initially look at all areas where outcomes may be different and will need to ensure a rolling programme of policy review over the next three years.

8. How we will involve people from different groups in the development of our scheme

In the DCSF's Single Equality Scheme it is suggested that the key to involvement, as opposed to just consultation, can be found in the three 'Involvement Ss' – stage, status, and scale.

In other words, it is important to involve people from an early stage, make sure that people from different groups are actually involved in discussing and creating the scheme, and ensuring there is a wide range of activities to engage with people.

National guidance from the Disability Rights Commission confirms this:

"It is important to constantly remember that involvement is not the same as consultation. The involvement required is a deeper process than simply consulting people on their opinions or needs. The involvement required will, for example, be more than just asking a group of people their opinion of the Disability Equality Scheme."

"The Codes of Practice on the Duty indicate that involvement should: 'be influential – people outside the organisation should be able to see how the involvement has affected the public authority's plans'."

We recognised that as a single school with many priorities it would be difficult to do this effectively. We therefore decided to use a range of approaches and will be:-

- Setting up a small working group, led by staff, but involving a range of other people, some of whom have personal experience of and expertise on the needs of minority ethnic groups and disabled people, and understand some of the barriers they face;
- Ensuring that a senior manager was represented on the group;
- Attending training led by people who have personal experience of and expertise on the needs of minority ethnic groups and disabled people;
- Making use of consultation carried out by the Local Authority; raiseonline information
- Working with other local schools;
- Carrying out some of our own consultation activities to establish the views of children and young people, parents/carers, staff and community users of the school, including organising open meetings, targeted focus group discussions, questionnaires and informal social groups for children and their carers;
- Making use of existing groups such as our School Council, Parent School Association, Trade Unions, local community organisations and on-line forums; and,
- Doing in-class work with pupils on issues related to gender, ethnicity and disability equality.

Through these activities, we will ensure that we had the involvement of disabled people, people from minority ethnic and faith groups, men and boys, women and girls, and that this involvement was at various stages – including identifying issues and barriers, agreeing priorities, planning activities and finalising our scheme.

The full outcomes of these involvement activities will be published.

9. How we will consider the need to include objectives to address causes of gender pay gaps in formulating our overall objectives

National guidance on the Gender Equality Duty makes it clear that although most schools do not set their own pay systems, as employers, they are legally liable under the Equal Pay Act for their implementation. As a school we have already adopted the Local Authority's pay and grading policy and flexible working policy. We also ensure that these are consistently applied. Through the application of these policies we ensure that pay decisions, including procedures for awarding teaching and learning responsibility points, and decisions that may affect teachers on maternity leave, are free from discrimination and that the needs of staff in relation to flexible working are considered. We also ensure fair access to training and development opportunities.

We are aware of the need to find out whether our policies may be contributing to the gender pay gap both within our own workforce and beyond.

10. Promoting Equality through the Curriculum

(i) Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Increasing childrens' knowledge of the world, other cultures and faiths instil a culture of tolerance, unity whilst promoting British values through curricular subjects such as PSHE, RE, Humanities. Deliver a creative curriculum with cross curricular opportunities in art, music, dance, drama, languages

To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of a wide variety of resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

The school serves to support the rounded development of children including social, cultural, moral, spiritual and physical aspects.

The school encourages children to develop self esteem and determination, encouraging children to embrace challenges and make the most of opportunities available to them.

(ii) Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own childrens' achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy, and accessibility plan);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.

(iii) Curriculum

At Trimley St. Mary School, we aim to ensure that planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity. So that pupils have opportunities to explore concepts and issues relating to identity and equality.

We ensure that all pupils have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

(iv) Resources and Materials

The provision of good quality resources and materials within Trimley St. Mary Primary School is a high priority. When ordering new resources consideration is given in ensuring they demonstrate equal opportunity and creates and enhances positive images of particular groups.

(v) Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

Non-staff contributors to extra-curricular activities are made aware of the school's commitment to equality of opportunity.

(vi) Provision for Bilingual Pupils

We undertake at Trimley St. Mary Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include traveler and Gypsy Roma children: those from refugee families; pupils whom English is an additional language and pupils who are new to the United Kingdom. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Language

We recognise that it is important at Trimley St. Mary Primary School that all members of the School community use appropriate language which does not transmit or confirm stereotypes and does not cause offence. There is an emphasis on using the correct terminology when referring to particular groups.

11. Staff Professional Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase the awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity. All posts are advertised formally and open to the widest pool of applicants and all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice through the recruitment and selection process. Access to opportunities for professional development is monitored on equality grounds. Employment policy and procedures are reviewed regularly to ensure these abide by local authority guidelines.

12. Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). (See behaviour policy)

13. Partnerships with Parents/Carers and the Wider Community

We work in partnership with parents to help all pupils to achieve their potential. All parents/carers are encouraged to participate at all levels in the full life of the school. We seek views from stakeholders. We actively encourage members of the local community to join in school activities e.g. school fair, Diwali celebrations, harvest festival etc.

14. Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Scheme/ policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;

The Headteacher and Senior Management is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Scheme/Policy;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Scheme/ Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

15. Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School Development plan and due regard is given to the promotion of all aspects of equality within the SDP. The person on the staff responsible for co-coordinating the monitoring and evaluation is the Headteacher. S/he will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area who is Mrs. H Mackie.
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where assessments inform us that pupils are not on track. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to exclusions and truancy, incidents of racism, disability, sexist incidents and all forms of bullying; parental involvement, participation in extra curriculum activities and levels of attendance.

16. Measuring the impact of Policies

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school within an action plan.

We understand that it will take time to fully assess the impact of our school's policies and practices on people from different groups – boys and girls, women and men, people with disabilities, those from minority ethnic or religious groups or whose backgrounds differ in other ways. The evidence on impact that we find will be included in this scheme.

We will ensure that the outcomes of such impact assessments are considered by our equalities working group and fed into whole school Development planning and planning at departmental/subject level where appropriate.

To support our staff in assessing the impact of policies we will use a framework based on one developed by the DCSF (see **Appendix ii**).

17. How we will report on progress and review our scheme

This Single Equality Scheme replaces our previous policies and schemes related to race, disability, gender and equal opportunities. We will produce a summary report on progress and fully update the scheme on an annual basis. This will be published on the school's web site. We will also update and revise our action plan during the course of each year in the light of any significant policy developments, fresh evidence or new commitments.

18. Under the changes to the Equality Act 2010 there are some general duties/aims for schools to:-

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share.
(Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.)

There are specific duties for schools:

1. To collect, analyse and publish information about progress towards meeting the three general duties/aims above. Schools are expected to complete this by December 2011.
2. To publish specific and measurable objectives towards meeting the three aims by 6 April 2012. Schools should engage with people in the school and local community with a legitimate interest while they carry out these two duties.
The process must be repeated within at least four years.

The key priorities that we have identified are:

- 1. To continue to raise achievement and standards in Maths and writing, with a particular focus upon addressing the needs of different groups of children (including groups of boys, girls and the more able) across the school.
- 2. Continue to Monitor the impact of pupil premium funding.
- 3. Continue to build on community links both local and global.

Aims and progress made towards these priorities are reported on and published annually on the school web site.

ASSOCIATED DOCUMENTS:

- School Development Plan and single plans for Maths/English
- Behaviour and anti bullying Policy
- Accessibility Plan
- Managing Radicalisation Policy
- SEND Policy

19. **DATE OF PLAN:** January 2015 (C .Ashford, H. Mackie)

DATE OF REVIEW: Progress reported on and published annually
Full review of Single Equality Scheme January 2018
Accessibility Plan December 2016.

20. Publication and dissemination of the School's Plan

The School makes its Single Equality Scheme and Accessibility Plan available in the following ways:

- Publishing it on the School website
- Making it available in alternative formats on request

For further information, please contact: The Head Teacher – Mrs. C. Ashford
The Chair of Governors - Mr. Colin Monk

This Scheme and Action Plan has been agreed by the Governing Body

Signed _____ Date _____
Chair of Governors

Appendix (i): Requirements by law

COMMUNITY COHESION

From September 2007 schools have 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.

Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

A school's community is defined in 4 dimensions: the school community, the community within which the school is located, the UK community, the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008. There are links between this duty and the duty to promote equality, although each has a distinctive focus.

A school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum	Equity and excellence	Engagement and extended services
<ul style="list-style-type: none">• helping children and young people to learn to understand others• to value diversity whilst also promoting shared values• to promote awareness of human rights and to apply and defend them• to develop the skills of participation and responsible action	<ul style="list-style-type: none">• to ensure equal opportunities for all to succeed at the highest level possible• striving to remove barriers to access and participation in learning and wider activities• working to eliminate variations in outcomes for different groups	<ul style="list-style-type: none">• to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds• build positive relations• receive services which build positive interaction and achievement for all groups
Examples: PSHE, citizenship, SRE, RE, SEAL, assemblies, fieldwork, support for EAL pupils, school displays	Examples: behaviour and discipline policies, admissions policies, analysing performance data	Examples: links with different schools and communities, provision of extended services, inter-cultural activities, mentoring schemes, schools trips, multi-agency services

Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007

EQUALITIES LEGISLATION

To comply with equalities law, schools have the following General Duties:		
RACE	DISABILITY	GENDER
Race Relations (Amendment) Act: 2000 Race Equality Duty	Disability Discrimination Acts 1995, 2005: Disability Equality Duty	Equality Act 2006: Gender Equality Duty
The race equality duty is to:	The disability equality duty is to:	The gender equality duty is to:
1. Eliminate unlawful racial discrimination	1. Promote equality of opportunity between disabled people and others	1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity	2. Eliminate unlawful disability discrimination	2. Promote equality of opportunity between men and women, including boys and girls
3. Promote good relations between people of different racial groups	3. Eliminate disability-related harassment	
	4. Promote positive attitudes towards disabled people	
	5. Encourage participation by disabled people in public life	
	6. Take steps to take account of peoples' disabilities, even if this requires more favourable treatment	

Specific duties for schools

Publish a Race Equality Policy. Policy explains how the school is meeting the general and specific duties.	1. Produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties	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.
	2. Involve disabled people in the development of the scheme.	Consult stakeholders in the development of the scheme.
Training staff in connection with the general and specific duties.	3. Produce an action plan setting out the key actions an authority will take to promote disability equality.	Implement the actions set out in the scheme within three years.
Ensuring public access to information about the services that it provides.	4. 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 functions and policies, or proposed policies, which are relevant to gender equality.

Assessing and consulting on the likely impact of its proposed policies on the promotion of race equality. (Includes pupils, staff and parent/carers of different racial groups.)	5. Assess and consult on the likely impact of proposed policies on the promotion of disability 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
Monitoring its policies for any adverse impact on the promotion of race equality.	6. Monitor policies for any adverse impact on the promotion of disability equality.	Gather and use information on how their policies and practices affect gender equality
Publishing the results of such assessments and consultation	7. Publish the results of these assessments, consultation and monitoring.	Publish the results of these assessments, consultation and monitoring.
Investigate, record and report all racist incidents regularly to L.A	8. Report annually on the progress of the action plan.	Report annually on the progress of the action plan.
Reviewing the scheme every three years.	9. Review the scheme every three years.	Review the scheme every three years.

Under the changes to the Equality Act 2010 there are some general duties/aims for schools to:-

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share.
(*Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.*)

There are specific duties for schools:

1. To collect, analyse and publish information about progress towards meeting the three general duties/aims above. Schools are expected to complete this by December 2011.
2. To publish specific and measurable objectives towards meeting the three aims by 6 April 2012. Schools should engage with people in the school and local community with a legitimate interest while they carry out these two duties.
The process must be repeated within at least four years.

These are all brought together under school's single equality policy scheme.

In addition schools are expected to:

Assist the LA in carrying out ethnic monitoring of staff.	Include the schools arrangements for gathering information on the effect of school policies and practices on the recruitment, development and retention of disabled employees.	Consider the need to include gender equality objectives to address the causes of any gender pay gap. Gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services.
	Under DDA 1995, schools are required to develop an Accessibility Plan showing how the following will be achieved for disabled pupils: a) Increased access to the curriculum. b) Improvements to the physical environment of the school increase access to education and associated services. c) Written information that is provided for pupils who are not disabled being made available in a range of different ways for pupils who are disabled.	

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, marriage, civil partnership religion/belief or age. Victimisation of a person is also unlawful.
Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public.
Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, marriage, civil partnership religion/belief and age.

Recommended further guidance: www.teachernet.gov.uk/equalities

SEXUAL ORIENTATION	Marriage & Civil Partnership	RELIGION/BELIEF	AGE
Employment Equality (Sexual Orientation) Regulations 2003	The Marriage Act (same sex couples) 2013 – England Marriage and Civil Partnership Act 2014 - Scotland	Employment Equality (Religion or Belief) Regulations 2003	Employment Equality (Age) Regulations 2006

OFSTED inspectors will ensure that schools are compliant with legislation as well as evaluating the impact of their actions. It is acceptable to produce a Single Equality Plan covering all of the requirements set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement on *how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

Evidence will be drawn from:

- Discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders
- Discussion with senior staff about how the school is promoting its relationships with parents and learners in 'hard to reach' communities
- Discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- Analysis of the rate of exclusions for pupils from different groups
- Direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrounds to work together.

Source: Inspection Matters Issue 15, Ofsted

appendix(ii)Table 1: Questions for which quantitative and qualitative evidence is required when current policies are being reviewed

<i>Key topics</i>	<i>Disability</i>	<i>Ethnicity</i>	<i>Gender</i>
<i>1. Outcomes for learners</i>	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
<i>2. Recognising relevant differences</i>	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
<i>3. Benefits for the workforce</i>	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
<i>4. Attitudes, relationships and cohesion</i>	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?
<i>5. Benefits for society</i>	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?
<i>6. Positive impact on equality</i>	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?
<i>7. Consultation, involvement and accountability</i>	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?