



WHITHEHOUSE PRIMARY SCHOOL

SINGLE EQUALITY SCHEME & Equality Action Plan 2019

Version	Date	Changes	Ratified by Governors	Next Review
1.0	October 18		Dec 18	Sept 2019

WHITEHOUSE PRIMARY SCHOOL: SINGLE EQUALITY SCHEME

Introduction

We fully embrace the equality duties placed on schools and believe that they are an essential building block to ensuring the inclusion and achievement of all.

We believe that all pupils and staff at Whitehouse should have the opportunity to fulfil their potential whatever their background, identity and circumstance. This belief underpins the values and ethos of the school and our school motto is “Believe in Yourself”, a motto that we very much live up to. We are committed to creating a school community that recognises and celebrates difference within a framework of kindness, respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles that ‘***no child is left behind***’.

National and Legal Context for Diversity

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote quality of opportunity
- Promote good relations between people of different racial groups.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourable than other people

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote quality of opportunity between men and women

This Scheme demonstrates our response to both the general and specific duties for schools under PSED. Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty. Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

School Context

Whitehouse Primary School is a smaller than average primary school whose pupils come from an area of social disadvantage and deprivation. The proportion of children in receipt of Pupil Premium Funding is higher than average at 51%. We were last inspected in January 2017 by Ofsted and the outcome was GOOD with good teaching and learning

Key Statistics:

- Small one form entry school with 206 pupils including Nursery and an ARP.
- The majority of children are in IDCI band 2 & 3.
- The majority of pupils are White British pupils 90%
- 10% of pupils come from a non white background
- 3% have EAL.
- SEN 24% of children including 11 EHA pupils
- 2 looked after children and 6 post looked after children
- Behaviour is good and the school has no exclusions

Involvement of staff, pupils and parents

a) Ongoing development

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice. We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

Strategies to promote inclusion are:

- School Council feedback
- Pupil Premium funding to support extra-curricular activities such as Music Lessons, Breakfast Club and After-school Club. School Trips will be subsidised
- Pupil surveys

Information Gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

a) Pupils

We collect the following information on a termly basis:

Admissions, attendance, attainment and progression, awards, rewards and sanctions, take up of extended schools provision, complaints, racist incidents and bullying.

We have identified the following **priorities** from evaluation of this information:

- Identified pupils groups with key attainment and progress issues
- Ensuring a wider participation in school groups
- Recording Bullying and racist comments

b) Staff

We collect the following information:

Staff recruitment and retention returns annually, Appraisal [performance management] reviews, CPD provision and attendance, discipline, grievance and competency, lesson reviews and feedback, cessation of employment. We will use this information to ensure that the best candidate regardless of race, sexuality, gender, beliefs or disability are selected for interview and appointment.

c) Others

We will ask parents and others every five years to provide equality information and feedback using this information to ensure equality of opportunity and access within the school.

Specific Equality Areas

This section of our Scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

a) Race Equality

What we have already achieved:

- Recording dealing with and reporting of all racist incidents
- Regular celebration of diverse cultural achievements and well known people - embedded in PSHE/SMSC across school.

b) Community Cohesion

What we have achieved already:

- A broad range of cultures studied across the curriculum and age ranges
- Whole school events to celebrate diversity
- Charity group and fund raising promotions (led by pupils)

Equality and excellence:

- Robust analysis of performance data
- Early intervention for learning support
- Nurture provision for social and emotional issues

Engagement and extended services:

- Financial support to participate in extended learning opportunities
- Advertise parent support groups and training programmes available for all
- Family workshops

c) Disability Equality

The new building has enabled us to ensure that the school is disability friendly.

Physical environment

Improved entrance and access for all

Improved disability access with wider doors and lower switches

Lift provision

Disabled toilet provision for pupils/staff/visitors

Curriculum

Inclusion underpins the school's ethos and is one of the school's values

During our PSHE/SMSC and RE Curriculum we aim to help the children to:

- ✓ Develop confidences and responsibilities and make the most of their abilities.
- ✓ Prepare to play an active role in modern Britain.
- ✓ Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- ✓ Develop good relationships and respect the differences between people.

d) Other Equality Areas

What we have already achieved:

- We have ensured that sex and relationship advice is sensitively managed and discussed by staff with pupils
- Won an anti bullying award to underpin the golden rules in school showing that harassment and bullying is not tolerated
- Ensuring the RE curriculum to provide authentic first hand learning experiences
- Promote inter faith collective worship

Impact Assessment

Where necessary, we will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessment process into all new policy development. We will do this through:

- Annual/cycle reviews of policies by staff and governors
- Annual/cycle reviews of progress and attainment for all pupils and vulnerable groups
- Pupil progress meetings and Action Plans

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We will always aim to reschedule consultations and meetings to accommodate the needs of parents where possible.

Putting the Scheme into Practice: Publishing the Scheme, raising awareness

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- Placing it on our website
- Making it available on request
- Referencing the Scheme within the staff handbook

Monitoring and evaluating the Single Equality Scheme and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance to governors..

We want this Scheme to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School, and as such our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

Links with other School Policies

School policies that link with, and have informed this Scheme include:

- Inclusion and SEN Policy
- PSHE and SMSC Policies
- Anti Bullying Policy
- Behaviour Management Policy
- Admissions Policy
- Safeguarding policy

Roles and Responsibilities

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 annual 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 head teacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- 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.
- Drive forward implementation of the Scheme and Action Plan

The senior leadership team will :

- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

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

All staff will also ensure that students 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.

Equality Action Plan 2015-19

DUTY	Priority	Actions	Lead Responsibility	Timescale	Expected outcomes [success criteria]
General Equality	Promotion & assessment of meeting Equality Duty	Classrooms – School Council. JM & RW to carry out equality audit - RW learning walk with equality focus.	RW	Annual	Evaluation of Equality in classrooms - general duty
	Equality impact tool	New policy development & review t		On-going	Embedded action for review of each policy as appropriate.
Race Equality	Review of race equality across staff team when recruiting	Implement a race equality review e.g, at point of final decision	Panel	On-going	Recruitment practice includes reference to Equality Duty
Disability	Review of disability access plan			Nov 15	Access plan updated and actioned
Gender	Assess the difference between gender learning and introduce new initiatives as necessary	Monitor progress and outcomes for Gender groups	SLT	On going	Data reflects improvements to boys achievement
Community Cohesion / Religious Belief	Further provision of authentic first hand learning experiences	Review of RE curriculum framework		On going	Provision reviewed and balance of first hand experiences achieved
Sexual Orientation	Ongoing staff development t : 1. support inclusion of same sex parenting relationships in school 2. Support any pupils experiencing any gender identity issue	1.Equality Duty training for staff to ensure appropriate support/understanding when working with families of same sex parenting relationships 2. Staff training and curriculum development carried out		On-going	

Age	Continue to review & audit age related issues across the staff	Through recruitment processes in line with guidelines		On-going	Balance
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