



Single Equality Scheme

Our Scheme covers a three year period from **2015-2018**

Introduction

This Single Equality Scheme for schools in Coventry provides a format for addressing the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- maternity and pregnancy

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This Scheme sets out:

- information about our school and the local area;
- our plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- how we have involved people in the development of this scheme;
- what consultation has taken place;
- what our plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;
- who is responsible for making our scheme a reality; and,
- an action plan addressing our equality priorities

This scheme is reviewed every three years and is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need (see appendix 3).

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair well in the education system. We provide both our pupils and staff awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The scheme encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

Monitor, review and reporting

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. It is available in different formats and in different languages on request to the school office.

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document.

Publication

This action plan is understood and implemented by all staff and is available. We will ensure that the whole school community is aware of the Single Equality scheme and our published equality information and equality objectives by publishing them on the school website. Reference will be made to this in school newsletters and in updated school prospectus information.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body

Howes Primary School Aims and Values

"Be the best that we can be"



Tolerance

- towards all people

Community

- We value the communities we are part of as school, our local community and our developing role as global citizens

Self Belief

- We value the importance of being confident and positive about who we are and all that we hope to achieve

Teamwork

- We value our teamwork - Together everyone achieves more

Caring

- We value caring behaviours and attitudes in our dealings with others

Respect

- We value respect for self and the rights of others

Communication

- We value the ability to listen well, speak effectively and make good connections with others.

Responsibility

- We value the importance of all of us being responsible and thoughtful in all we do

Positive

- We value positive and proactive attitudes and behaviours that help us all

"Be the best that we can be"

Equality Objectives 2015- 2018

Our objectives will detail how we ensure equality is applied to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

Our priorities at Howes Primary are:

- narrowing the attainment gap between members of groups covered by the SES and other pupils who are not members of those groups;
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an additional language;
- improving the involvement of disabled pupils, staff, parents and carers;
- challenging race and gender stereotypes in subject choices and career advice;
- tackling bullying of pupils based on gender, disability, sexuality or poverty;
- promoting positive attitudes to belief minorities.

Indicators of progress towards meeting objectives

- Identified below in SES aims
- Within the annual School Development plan key actions and indicators will be identified.

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils. (see values wheel and aspirational curriculum statement)

School Context

The nature of the school population and context to inform action planning for the equality scheme (derived from section 1 of school Self Evaluation Form):

Factors of the geographical location of the school:-

% minority ethnic: 43%

% EAL: 40%

% Free School Meals: 21%

% Special Educational needs(SEN): 17.5%

Languages spoken at school: 22

The school has good access for people with disabilities.

(We will not publish any information that can specifically identify any child)

The training taken to position the school well for the equality and diversity agenda.

- Meeting the medical needs of pupils – photographic display and procedures clear for key children and agreed with staff; DRA training on rolling programme of key areas eg epilepsy, asthma, epi pen etc
- Restrictive Physical intervention training – All staff are 'Team Teach' trained.
- Termly pupil progress meetings consider needs of all children with particular reference to above categories.
- A named governor and Headteacher have completed 'Safer Recruitment Training'
- The Sendco has pursued diploma status training and has dyslexia assessment status.
- School assembly plans provide regular opportunities to pursue anti-bullying themes and the PSHE programme develops understanding across the age range.

Examples of reasonable adjustments the school makes as a matter of course

- The schools provisions map for different areas of need is reviewed each year and intervention and support programmes identified.
- School assemblies place considerable emphasis on awareness of diversity and supporting others.
- The behaviour policy and anti bullying policies outlines key understandings, procedures and agreements.
- The involvement of HIU in the wider life of the school is actively pursued and pupils are given opportunities to lead; support for wider activities eg sign to sing.
- The school council provides a forum for children to raise concerns and tackle issues.
- In planning the landscape project the school council paid particular attention to needs of disabled pupils eg trestle wheel-chair friendly beds, play equipment and sensory garden.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

This process determines the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- **pupils' attainment** - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups **of pupils' learning and the progress** they make throughout the school
- the extent to which different groups of **pupils feel safe** (e.g. Incidents of prejudiced based bullying recorded)
- the **behaviour** of particular groups of pupils (e.g. exclusion data for particular groups of pupils)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups **contribute to the school** and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- **attendance data** for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's **engagement with parents/carers** of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

Roles and Responsibilities in Implementing the Single Equality Scheme

As a school we have identified a core set of values in consultation with children, staff, parents and governors. These are central to the way the whole organisation works and both supports and underpins the principles within the Single Equality Scheme.

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a link governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities

Headteacher, Deputy, Head of HIU and Sendco will have specific responsibilities

- **details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;**
- **details of the person responsible for ensuring the specific needs of staff members are addressed;**
- **details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;**
- **details of the person responsible for monitoring the response to reported incidents of a discriminatory nature.**

Parents/Carers will:

- have access to the 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.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying/ incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;

- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the Coventry Children and Young People’s Plan.

Mechanisms for involvement

At this school the following mechanisms can be used to collect the views of **pupils** inform the Equality Scheme and action plan:

- e.g.
- Exit interviews with pupils;
 - School council;
 - Focus groups of pupils representing the different protected characteristics ie, EAL, gender forum, disability forum;
 - Individual interviews with pupils involved in incidents of a discriminatory nature;
 - Individual interviews with pupils experiencing reasonable adjustments;

At this school the following mechanisms can be used to ensure the views of **staff** inform the Equality Scheme and action plan:

- e.g.
- Exit interviews with staff;
 - Regular staff meetings with specific agenda items;
 - Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the Equality Scheme and action plan:

- e.g.
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
 - Feedback through the Governing Body meetings;
 - Feedback through the PTA meetings;
 - Parent questionnaires and forums.

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;

- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- discussions with the Education Improvement Advisor/School Improvement Partner.



Equality Scheme Action Plan 2012-15

Through its auditing process and the development of this scheme, taking account of the views of those consulted, the school governing body have identified a range of equality and cohesion priorities for action over the three years of the Scheme. These are identified broadly in the action but will be embedded in more detail in the annual School Development Plan.

Objective	Action	Resource Implications	Success criteria	Timescale	Responsible person/report to
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Aim: 1. To ensure the scheme is reviewed by relevant stakeholders

1.1 Pupil/parent/carer information	Update prospective pupil, parent/carer information held by the school		Data held on 100% parents/pupils	annually	Headteacher
1.2 To engage people in monitoring and evaluation of scheme	To ensure all those involved with the school are familiar with the school's ethos regarding equality	Time, additional training	All those connected with the school have the same understanding of equality		Head and SENDCO
1.3 Workforce data	Ask staff, by providing information and support, whether they are disabled. Collate ethnicity and gender data.	Where possible supported by Coventry City Council	Data held on 100% staff	annually	Head
1.4 SDP and Governance	SES identified and actioned within SDP Reviewed at Governors	Budget considerations ie curriculum	All staff and governors work from a disability equality perspective.	annually	Head and Chair of Governors
1.5 Pupil Data	To ensure that the full range of data regarding progress is collected and used effectively		Pupil progress is well informed and effective interventions and support mechanisms are identified and employed. Staff are clear and confident in assessments and support	then annually	Deputy (Assessment)

Aim: 2 Improving access to curriculum

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Review date	Costs borne by the school	Monitoring Person and Method	Notes on progress
2.1 Increase confidence of staff in differentiating the curriculum. a. Identify staff training needs on curriculum access, b. Assign in-service sessions to training identified e.g. dyslexia, differentiation, alternative recording, IDP.(continue HIU input sessions) c. Ensure SENDCO training and mechanisms to disperse information	Senior Manager with curriculum responsibility/ Inclusion Manager	Sep 2015 Rolling Programme	September 2016	Within CPD budget	Designated Governor	

<p>2.2 Ensure support have access to specific training on disability issues.</p> <p>a. identify TA training needs and inform Professional Development process.</p> <p>b. TAs to access relevant training CPD</p> <p>c. DRA training</p>	Senior Manager with curriculum responsibility/ Inclusion Manager	Sep 2015	Sep 2016	Within CPD budget	Designated Governor and HT	
2.3 Ensure all school trips and camps are accessible to all.	HT	Sep 2015	Sep 2016		Designated Governor	
<p>2.4 Review PE Curriculum to make PE accessible to all.</p> <p>a. Gather information in accessible PE and Disability Sports</p> <p>b. Invite disabled sports people in for particular sessions.</p>	Senior Manager with curriculum responsibility/ Inclusion Manager	Sep 2015	Sep 2016		Designated Governor and HT	
<p>2.5 Review curriculum areas to include disability issues.</p> <p>a. Include specific reference to disability equality in all curriculum reviews.</p> <p>b. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues.</p> <p>c. Assemble resource box of disability equality for staff and update within 'Agreement' information</p>	Senior Manager with curriculum responsibility/ Inclusion Manager	Sep 2015	Sep 2016	Inset provision	Designated Governor and HT	
<p>2.6 Develop consistent approach to differentiation and recording in school and identify CPD needs.</p> <p>a. Consult on SES scheme</p> <p>b. Organise information INSET sessions to share good practice.</p> <p>c. Work specifically with HIU on curriculum and practice issues</p> <p>d. Set up Inset training for all staff on disability equality, explore support from Special Schools.</p>	Senior Manager with curriculum responsibility/ Inclusion Manager	Sep 2015	Sep 2016	Inset provision	Designated Governor and HT	

<p>2.7 To reduce prejudice and increase understanding of equality through direct teaching across the curriculum</p> <p>a. review community cohesion understandings and mechanisms across 4 key areas</p> <p>b. Identify agreement and provision points to support this area and at relevant ages and stages</p>	HT and DH	Sep 2015	Sep 2016		Designated Governor and HT	
<p>2.8 To narrow the gap between low income pupils and non low income pupils</p> <p>a. in the level achieved in literacy at the end of early years foundation stage</p> <p>b. in the level achieved in literacy and maths at the end of KS1 and KS2</p>	HT and DH	Sep 2015	Review Sep2016	Pupil progress meetings and intervention programmes. Resource impact.	Designated Governor and HT	

Three year community cohesion

4 geographical dimensions of community – school, local, across UK and global

Teaching and Learning curriculum

- School community – School Council, Eco , Circle time; Black history month
- Local communities – places of worship, local tournaments, football club links , beavers, brownies, trips to local places, curriculum work eg refugee, homeless shelter in Coventry, charity focus – eg Myton hospice, Comic Relief, Marie Curee, biham childrens hospital
- Communities across UK - visits beyond Coventry eg ironbridge, residential trips
- Global – support child in india; fair trade ethics
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Raise money for global disasters.

Invite visitors (artists storytellers dancers musicians authors) from a variety of different cultural back grounds eg action aid.

