



St. Wilfrid's CE Primary School Equality Scheme 2013

NOTE: February 2018

The school and Governing Body are fully committed to continuing the promotion of equality in our policies and procedures. The statutory information within this policy remains the same. However, the Governing Body wish to develop a new vision for the school with the new Headteacher. Following this we will look at updating the school's Equality Information and setting new Equality Objectives. As soon as the school priorities allow these will be published in a new Policy.

Foreward

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

What is the Single Equality Scheme?

Our Single Equality Scheme (SES) covers a three-year period from **2013 to 2016**. It integrates our statutory duties in relation to the nine equality strands detailed in the 2010 Equality Act:

- Age
- Disability
- Religion and belief
- Race
- Sex
- Sexual orientation
- Pregnancy and maternity
- Gender realignment
- Marriage/civil partnership

It addresses the legislation relating to the above strands and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

Equality and the law

St. Wilfrid's CE Primary School recognises that there are a number of statutory duties that must be met by every school in line with legislation from the:

Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The Disability Discrimination Act 2005

The Gender Equality Duty 2006

The Equality Act 2006

The Equality Act (Sexual Orientation) Regulations 2007

The Equality Act 2010 (special duties)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.

Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

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

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability equality

The general duty to promote disability equality is owed to all disabled people, we must therefore have due regard to:

1. Promote equality of opportunity between disabled people and other people.
2. Eliminate unlawful discrimination.
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 disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

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

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief, pregnancy and maternity

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.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme.

Our school values and visions

A copy of our current school aims is attached in Appendix 1. In addition, in meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- we strive to make the best possible provisions for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation
- we respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls
- we know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation
- we value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation
- we are proactive in our efforts to identify and minimise existing barriers or inequalities

- we seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review
- we recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school

Collecting and analysing equality information for pupils at St. Wilfrid's CE Primary School

St Wilfrid's CE Primary is an inclusive school. We use the curriculum and teaching to fulfil the aims of the school and enhance the self-esteem of all those it serves. We provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse the following equality information for our pupils:

Attainment levels

Progress

Attendance levels

Exclusions

Attendance at Extended School activities/extra curricular activities/local sports clubs

Participation in School Council

Participation in special groups e.g. school council, eco warriors, dream team etc

Participation in special community cohesion activities e.g. visits to Oakwood Court

Inclusion in the following groups: EAL, SEND, Pupil Premium.

Collecting and analysing equality information for employment and governance at St. Wilfrid's CE Primary School

St. Wilfrid's CE Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

The school also aims to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of our local population.

The school workforce census enables us to collect data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information.

All information relating to staff is kept on the school's central database - SIMS.

We collect and analyse the following profile information for our staff and governors:

Information Gathering (Staff and Governors):

Applicants for employment (via local authority recruitment forms)

Staff file

Attendance on staff training events

Disciplinary and grievance cases - if any

Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school.

St Wilfrid's CE Primary school has low disclosure rates in respect of disability - currently no staff admit to having a disability as defined by the 2005 Disability Discrimination Act 2005. We need to ensure any information we hold is accurate and staff feel able to disclose information freely without any fear of prejudice.

The Privacy notice (school workforce) is displayed in the staff room.

Governing body profile is not collected.

St Wilfrid's CE Primary School is an urban predominantly white community. We appreciate that the legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we will endeavour to involve as many people as possible in our community in the implementation and review of this scheme. We believe that all genders must have an equal opportunity to contribute also. We involve pupils, staff, governors, parents and carers, and our wider school community in implementing the Single Equality Scheme. This helps to ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the continued development of this Scheme. Examples include:

- Discussion at School Council
- Contact with parents/carers (parent council)
- Discussions at staff meetings
- Discussions at governing body

During discussions, the following good practice was identified:

- disabled toilets
- staff well trained on the needs some children have
- friendly and approachable staff - with male and female role models
- procedures in place to meet any medical needs children may have in conjunction with School Nursing team and in line with the school's First Aid Policy
- good record of pastoral care (Ofsted 2009 report, SEF)
- admission form criteria includes a section where parents can choose to include additional medical information that may include a disability
- child friendly IEP's in place for pupils with specific needs
- children are taught about differences and tolerance - as part of the PSHCE/Worship curriculum
- Dyslexia Friendly School Award
- a commitment to community cohesion with links at recommended areas as follows: global (ST. Paul's School, Kumba, Cameroon), national (a proactive approach involving community cohesion weeks and study within PSHCE scheme of work) Local (Diocese, Church, Oakwood Court Residential Home for the elderly)
- Community Interest Company
- we create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs

What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Race equality

We have had no racist incidents in school (The Governors return a Hate Incident Report Form to West Sussex Better Communities Team - Harm Reduction Team each term)

Disability equality

Currently we have several disabled pupils with accessibility problems. All these pupils are fully involved in the life of the school and have full access to the curriculum and premises. We continue to improve access to the outside areas (see accessibility plan (Appendix 2) based on reports from outside agencies with regard to our disabled pupils)

If we foresee that mobility could be an issue for staff or a pupil, action will be taken. (see Accessibility Action Plan)

Teaching, Learning and Curriculum

Our curriculum is fully accessible to all children. Parents are regularly informed of the learning that takes place both in whole school and year group newsletters, subject meetings (e.g. maths parent information evenings) and through Home School Books. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community as well as study at a national level, (PSHCE community cohesion curriculum) and continued work in the local community. Our children, through the PSHCE and RE curriculum, have a sound understanding of difference and how it is something to be celebrated.

Engagement and extended school services. All our children have access to a range of extended school services. (see Extended School Policy)

Age

We feel that some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by all staff and led by our Key Stage Leaders who devolve organisational roles to the children. They disseminate discussions and decisions via whole school assemblies, class reports and newsletters.

As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community e.g. corridor duties, registers, assemblies, recycling.

Religion or belief

Across the school, pupils are taught about the main world religions, and about Christianity in detail. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. As a Church of England School, worship and prayer are conducted in the context of Christianity and we impart on children how important faith, belief, worship and prayer are to Christians. Our Dream Team operates in a similar manner to our school council and focuses on spiritual development

We have very close links with the St Wilfrid's church and parish as well as the diocese of Chichester. The clergy often lead our assemblies, services and sometimes take part in lessons. As

a school community, we celebrate key services in church throughout the year. All children are encouraged to attend - and participate at their own level. We respect parents right to withdraw from RE and Collective Worship although requests are extremely rare and we have none at present.

Equality impact assessments

St Wilfrid's CE Primary School is keen to ensure that none of its policies and practices disadvantage people from any group.

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation. All policies are reviewed at least every three years or less in keeping with statutory requirements and each policy incorporates the equality strands in its aims.

The school has in place a range of associated policies related to this scheme that have been agreed by all staff and governors (See Appendix 3: List of policies that relate to Equality Scheme)

All school policies are reviewed over a three year period as part of the School Development Plan.

Roles and Responsibilities

Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme. (Quality and Standards) Our Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

Our staff promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Commissioning and Procurement

St Wilfrid's CE Primary School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our scheme

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways:

School website, on display in the staffroom, staff induction

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme every three years.

Equalities overview (WSGFL)

Overview of schools' responsibilities: Equalities							
	Gender (sex)	Gender (reassignment)	Race	Disability	Sexual orientation	Religion or belief	Age
Illegal: ·Discrimination (direct/indirect) ·Harassment ·Victimisation	✓ Since 1975	✓ Covered by 1975 Act	✓ Since 1976	✓ Since 1995	✓ Since 2003	✓ Since 2003	✓ Since 2006
Duty to promote equality	✓	X	✓	✓	X	X	X
Applies to:							
Staff	✓	✓	✓	✓	✓	✓	✓ (unless justified)
Pupils	✓	X	✓	✓	✓	✓	X
Duty to monitor:							
Overall	✓ Report annually	X	✓ Report annually	✓ Report annually	X	X	X
Specific incidents	X	X	✓	X (except bullying)	X	X	X
Written statements required	Gender Equality Scheme		Race Equality Policy: Reporting racist incidents	Disability Equality Scheme: Accessibility Plan			

Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and related Action Plans. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues

- A regular slot at staff meetings

Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including work exhibitions, performances, special assemblies, church involvement in events such as Easter walks, Education Sunday linked events.

APPENDIX 1

Vision and Aims of St. Wilfrid's CE Primary School

Enjoying lifelong learning with Jesus as our guide

Our school will create a shared community where Christian attitudes and actions are promoted and everyone is able to grow in the love of Christ

Our school will provide a fun, exciting and active learning experience for everyone where lifelong skills are encouraged and developed.

Our school will nurture each child, celebrating their unique qualities, in a safe, happy, caring environment where every child matters.

Our school will build positive partnerships between home, school, the Church, the locality and the wider world.