

North Baddesley Junior School

Policy Document



Single Equality Scheme

Introduction

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender, race, religion, belief, sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our excellence.

We recognise that equality will only be achieved and maintained by the whole school community working together- learners, staff, governors and parents in particular. (Parents can mean mothers, fathers, carers and other adults with responsibility for caring for a child).

The Single Equality Scheme provides a framework for our school to promote equality, inclusion and community and to eliminate harassment, prejudice and discrimination. In line with our duties under the Equality Act 2010 the scheme sets out how we publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

- In accordance with our school's ethos statement we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school policy and action plans in relation to: community cohesion, equality of opportunity, race equality, disability and special educational needs equality and gender equality.
- We have incorporated our individual policies within this scheme for: race, gender, disability and community cohesion and a single action plan of objectives to address priorities for the next three years. The policy and action plan will be published annually on the website and in Contact Newsletter.

Roles & Responsibilities

The governors are responsible for:

- making sure the school complies with the relevant equality legislation;
- ensuring that the Equality Scheme, policies and procedures are approved, monitored and reviewed every 4 years.

The head teacher is responsible for:

- providing proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination
- ensuring every aspect of school life is covered by the equality duties including: admissions, attendance and behaviour, teaching and learning, extended schools, welfare and wellbeing , progress and attainment, recruitment and retention, professional development and performance management.

All staff are responsible for:

- eliminating discrimination, advancing equality and fostering good relations
- challenging inappropriate language and behaviour
- tackling bias and stereotyping
- responding appropriately to incidents of discrimination and harassment
- respond appropriately to the needs of all school users with protected characteristics
- highlight to senior staff and training or development needs they require to carry out their responsibilities

Information Gathering

We will collect a broad range of quantitative (attainment levels, progress rates, attendance, exclusions/behaviour issues, racist incidents, pupil voice representation, parental engagement) and qualitative (curriculum impact, minutes of meetings, views of parents, attendance at after school activities) to demonstrate our progress in equality, inclusion and community cohesion.

We will collate and monitor outcomes for % of boys/girls/racial groups/ languages spoken, FSM, SEN, disabled profiles, pupil attendance, admissions, meals uptake, exclusions, progress and attainment.

Results of information gathered

The most recent information collected by the school will be available on the website and updated annually in the autumn term thereafter.

The information collected will enable us to assess impact of policies and procedures and identify priorities and set objectives in the action plan (which will form part of the Management section of our School Improvement Plan)

Action Plan

The action plan will be written after the involvement of and consultation with staff, pupils and parents through:

- Focus groups
- Questionnaires
- School council
- Parent council
- Governor committees
- Staff surveys
- Links with community groups and associations
- Links with representatives of other groups with protected characteristics

Documents which could form appendices

- Equalities Policy
- Community Cohesion Policy
- Intercultural and Race Equality Policy
- Disability Equality Scheme
- HCC model Equality Policy (staff) - NB as we have under 100 employees we do have to have specific school policy