



# The Ellis CE Primary School

## The Single Equality Scheme

2015 - 2019

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| Section | Contents   | Page |
|---------|--|------|
|         | Forward – Headteacher, Chair of Governing Body, Chair of School Council                                    | 2    |
| 1       | What is a Single Equality Scheme and Action Plan?  | 3    |
| 2       | Meeting our duties   | 3    |
| 3       | Our school values and visions  | 5    |
| 4       | Our school within Barnsley's profile   | 7    |
| 5       | Collecting and analysing equality information for pupils at The Ellis CE Primary School                    | 7    |
| 6       | Collecting and analysing equality information for employment and governance at The Ellis CE Primary School | 8    |
| 7       | Consultation and involving people  | 10   |
| 8       | What we have achieved so far   | 11   |
| 9       | Equality impact assessments  | 13   |
| 10      | Other school policies  | 14   |
| 11      | Roles and responsibilities   | 14   |
| 12      | Commissioning and procurement  | 14   |
| 13      | Publicising our scheme   | 16   |
| 14      | Annual review of progress  | 16   |
| 15      | Ongoing involvement of our scheme  | 16   |

## **Foreword**

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.

Our aim is to provide the highest standard of inclusive provision which is accessible to all, for all our children. The need to work together is acknowledged by all stakeholders.

Mrs Hurding, Headteacher

## **1 What is the Single Equality Scheme ?**

Our Single Equality Scheme (SES) covers a three-year period from 2015 to 2018. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme enables us to achieve a framework for action which covers all six equality strands 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 and future action plans will address any potential priorities. This will be reviewed by our governors and will cover activity undertaken in relation to the seven equality strands and promoting community cohesion.

## **2 Meeting our duties**

Under the statutory duties all schools have responsibilities to promote equality. Our commitment to this is evident in our Inclusion Policy which should be read in conjunction with this scheme.

### 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 which means that we must 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
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 to make it easier to monitor our progress and performance in meeting our objectives. We have a table that outlines our community cohesion action plan and impact.

## **3 Our school values and visions**

A copy of our current school aims is available on our school website. 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:

- striving 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.
- giving every young person an equal opportunity to develop, 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. Everyone is valued equally.
- promoting 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.
- valuing staff for their ability and potential to deliver the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- being proactive in our efforts to identify and minimise existing barriers or inequalities.
- seeking the views of all groups affected by the policies and work of our school, and involving them in policy review.

- recognising our role in promoting community cohesion, and actively encouraging the participation in public life of all learners in our school.

#### **4 Collecting and analysing equality information for pupils at The Ellis CE Primary School**

The Ellis CE Primary School is an inclusive school. We use our curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following information for our pupils:

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg: school trips)
- Participation in School Council/Eco Council/Sports Leaders
- Inclusion in the following groups: SEN, FSM, Summer born, Vulnerable

#### **5 Collecting and analysing equality information for employment and governance at The Ellis CE Primary School**

The Ellis CE Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

The Ellis CE Primary 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 Diocesan 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.

The school complies with the regulations regarding new and expectant mothers. The school has adopted the local authority guidance and policy in this area. Appropriate Risk assessments are undertaken and action identified is followed up.

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:

- Applicants for employment (via recruitment forms)
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases – if any

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 staff.

## **6 Consultation and involving people**

The Ellis CE Primary School is a Church of England Primary school which can cater for up to 210 children from 5 to 11 years of age. The school also has a Foundation Stage 1 class which can offer up to 26 places on a part time basis.

The school serves the parishes of St Mary's Wombwell and St George's Jump.

As a school we are proud of our Anglican character and all policy and practice is founded on the Christian value that everyone has value and deserves respect.

The School has incorporated the views of all stakeholders in the development of our school through:

- Discussion at School Council
- Contact with parents/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussion with local schools including

During discussions, the following good practice was identified:

- Disabled access/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 Medical Policy
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place
- IEPs in place for pupils with specific needs

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme when complete – for all in our school community.
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act
- Ensure children are taught about differences and tolerance – as part of the PSHE/SEAL curriculum
- 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
- To invite representatives of various charities and organisations relating to race, disability and gender to school to give advice/support and assist with curriculum development (lead assemblies, etc)
- Improve areas of the school to ensure they are fully accessible to all in our community – including those with physical disabilities, hearing and visual disabilities

## **7 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 recently revised RE curriculum is beginning to encourage pupils to be more globally aware of other cultures and traditions.

### Disability equality

Disabled pupils are fully involved in the life of the school and have full access to all we offer. Currently we have no staff with accessibility problems.

If we foresee that mobility could be an issue for staff or a pupil, action will be taken. The entrance to the school is conducive to independent access for a wheelchair user.

### Teaching, learning and Curriculum

Teaching is planned to ensure access for all regardless of ability, gender, race or disability. Plans are personalised to include all learners.

Our curriculum is fully accessible to all children. Parents are regularly informed of the learning to take place both in newsletters, through our open door policy and at termly Parents Consultation Evenings. Our curriculum has a global perspective, enabling children to see themselves in context of the wider world community. Our children, through the PSHE and RE curriculum, have a sound understanding of difference and how diversity is something to be celebrated.

### Engagement and extended services.

All our children have access to a range of extended services.

#### Age

There is representation on our School Council from children of all ages. The School Council meets, supported by a senior member of staff. They disseminate discussions and decisions via whole school assemblies.

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.

### Religion or belief

RE and Collective worship 'At The Ellis Church of England Primary School the whole curriculum offered to the children has at its centre core Christian values and belief in the uniqueness and dignity of every individual.

Our aims include:

- To help children to appreciate the cultural differences in Britain today.
- To have respect for other peoples views and to celebrate the diversity in society.
- To develop apathy/tolerance and understanding of communities from different faiths/cultures.

## **8 Equality impact assessments**

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.

The Ellis CE Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic background or of differing

gender. Indeed the school has in place a range of associated policies that have been agreed by all staff and governors.

All school policies are reviewed over a one to three year period.

## **9 Other School Policies**

We have used our existing school policies and documents to inform our Single Equality Scheme. These include:

School Development Plan

Inclusion Policy

Accessibility Action Plan

Whistleblowing Policy

## **10 Roles and Responsibilities**

Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme.

The 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.

The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.

Our staff are expected to 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.

## **11 Commissioning and Procurement**

The Ellis CE Primary School is required by law to make sure that when purchasing 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.

## **12 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
- Staff and parent newsletter
- On display in the school entrance
- Staff induction

## **13 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 has been achieved in relation to promoting community cohesion

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

#### **14 Ongoing evolution of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme. This includes:

- School Council meetings to discuss equality and diversity issues
- 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 plays and performances.