

Introduction

Green Gates Primary School have developed this Single Equality Scheme to help us to meet our duties under the Equality Act 2010.

This school is committed to narrowing gaps and to tackling the barriers to equal opportunities and social mobility. A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of sex, race, disability, religion or belief and sexual orientation. It applies to all aspects of the school community and relates equally to children and adults.

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on sex, race, disability, religion or belief and sexual orientation. equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Single Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan.

Signature: Headteacher..... **Date**.....

Signature: Chair of Governors..... **Date**.....

School Context

The characteristics of our school as at January 2015

A brief description of our school and its community setting

Characteristic	Total	Breakdown
Number of pupils	183	86 boys (47.5%) 97 girls (53%)
Number of staff	32	97.2% female 3.1% male
Number of governors	12	75% female 25% male
Religious character	n/a	
Attainment on entry compared to local and national %s	Significantly below	
Stability of school population (Raise online 2014)	76.7%	
Pupils eligible for FSMs	53.6%	
Deprivation factor	0.47	
Disabled pupils	0	
SEN pupils – School Action	36	22% of pupils on SEN register
SEN pupils – School Action Plus	2	
SEN pupils – Statement	4	
Disabled staff	0	
BME pupils		
BME staff		
Pupils who speak English as an additional language	1	
Attendance %	96%	
Significant partnerships		EISB, Sure Start, LLC, Time4You counselling,
Awards, accreditations, specialist status		SFVS, Anti-Bullying Charter, Sports Active Mark, Enhanced Healthy Schools Award

Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The new general duty duties

The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DCSF guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties:

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Mrs S Fiske retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, managers and key staff will report to the Headteacher on actions and progress.

Every 6 months there will be a report on equality and diversity to the Governors.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Sam Fiske
Disability equality (including bullying)	Sam Fiske
SEN/LDD (including bullying incidents)	Dawn Traill
Accessibility	Sam Fiske
Gender equality (including bullying incidents)	Sam Fiske
Race equality (including racist incidents)	Sam Fiske
Equality and diversity in curriculum content	Leah O'Hagan
Equality and diversity in pupil achievement	Sam Fiske
Equality and diversity – behaviour and participation in all aspects of school life	Sam Fiske
Impact assessment	Sam Fiske
Stakeholder consultation	Sam Fiske
Policy review	Sam Fiske

Commitment to review

The school Single Equality Scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteacher and senior staff will:
Policy Development	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all pupils, staff and stakeholders Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from departments, individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary Be accountable for the behaviour of the staff team, individual members of staff and pupils Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by

	<p>example</p> <ul style="list-style-type: none"> • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

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|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to the implementation of the school's Single Equality Scheme |

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact on the wider community. We have involved a number of staff, pupils and parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

Impact Assessment

All school policies will be equality impact assessed with regard to equality at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in the section "Roles and Responsibilities" of our equality scheme a detailed table can be shown found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to racial, disability and gender equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

- What is the purpose of the policy/practice?
- What are the objectives?
- Who was responsible for creating the policy/practice?
- Who is responsible for implementing it?
- Who are the people affected by the policy/practice?
- Is there any evidence that there are different needs that your policy/practice needs to take into account?
- Does this policy/practice contribute to or hinder racial, disability and gender equality in the school?

Prioritising will enable you to list policies and practices by relevance to racial, disability and gender equality as High, Medium or Low.

Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date

Priority Level	
High	
Medium	
Low	

Lead Officer
Members of the assessment team
Others involved in the assessment
What are the aims of the policy or project?
Who are the beneficiaries of this policy or project?
What are the desirable outcomes from this policy or project?
List any other key policies, procedures, projects or strategies that this policy or project has implications on:
What are the racial, disability and gender equality implications of the policy or project?

Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls ▪ Religion and Belief ▪ Sexual orientation 	
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls ▪ Religion and Belief ▪ Sexual orientation 	
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	
Action to take	
If you have indicated there is a negative impact, can it be justified?	
Yes / No	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	
Yes/No	
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:	
How will the policy or project be monitored?	
Signed	Date

Our School's Equality Priorities

Priority	Category	Diversity Strand	Background
1. Ensure that pupils from minority ethnic backgrounds continue to achieve as well as other pupils at this school	Attainment	Race	Pupils nationally can have different rates of progress, depending on their ethnic background
2. To close the gap of attainment of pupils eligible for FSM and those who aren't.	Attainment		Levels of deprivation can have an effect on children reaching national expectation.
3. Racial and Disability awareness will be promoted through assemblies and monitored by the senior leadership team.	Pastoral	Race Disability	We aim to promote community cohesion through our assemblies.
4. Attendance will be analysed on the basis of gender and race	Pastoral	Gender Race	We aim to see that patterns of attendance which differs between boys and girls and between difference ethnic groups.
5. Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority.	Pastoral	Race	We aim to ensure that racist incidents are not tolerated.
6. Policy review	Governing Body procedures	Race Gender Disability	All policies are reviewed, updated and impact assessed.

Single Equality Action Plan

This is an outline Action Plan as you will need:

- the results of monitoring your previous Race Equality Policy and note other information in developing the Action Plan.
- the legislation requires you to involve disabled people in developing the Action Plan. It is the process of developing your Plan that leads to setting the school's priorities, the school's individual objectives, which will dictate the action the school needs to take.
- you will need to use the results of consultation, to find out what your priority issues are in gender equality, use national and local information and other relevant information to design your Action Plan, adapting existing systems, for example the School Development Plan and a Self-Evaluation Form.

Introduction

This Action Plan sets out how Green Gates Primary will work to meet the duties under the Equality Act 2010.

Priority Issue and objective 1	Ensure that pupils from minority ethnic backgrounds continue to achieve as well as other pupils at this school.	
Category	Achievement	
Diversity Strand	Race	
Tasks	Detail	Responsibility
Analyse performance data by ethnic group	FFT data Raise online	Head
Review / Impact Assessment	SEF Attainment section	

Priority Issue and objective 2	To close the gap of attainment of pupils eligible for FSM and those who aren't.	
Category	Attainment	
Diversity Strand		
Tasks	Detail	Responsibility
Pupil progress meetings. Team meetings	Meetings with HT and individual teachers to discuss pupil progress each term paying particular attention to FSM groups. Team leaders to discuss with team different group's progress across the key stage.	Head
Review / Impact Assessment	SEF attainment section	

Priority Issue and objective 3	Racial and Disability awareness will be promoted through assemblies and monitored by the senior leadership team	
Category	Pastoral	
Diversity Strand	Race Disability	
Tasks	Detail	Responsibility
Assemblies will be monitored by the senior leadership team	The senior leadership team will routinely attend whole school and house assemblies in order to monitor the impact on racial and disability awareness. Assemblies will also focus on Community Cohesion.	Team leaders
Review / Impact Assessment	SEF SMSC section	

Priority Issue and objective 4	Attendance will be analysed on the basis of gender and race	
Category	Achievement Pastoral	
Diversity Strand	Gender Race	
Tasks	Detail	Responsibility
Analysis of pupil attendance, exclusions will be monitored termly by gender and ethnicity	Attendance officer will analyse each term's attendance data. Analysis will be presented to the leadership team and the governing body.	Head
Review / Impact Assessment	Results of analysis presented to the Governors' SIC committee and the local authority	

Priority Issue and objective 5	Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority.	
Category	Pastoral	
Diversity Strand	Race	
Tasks	Detail	Responsibility
Log of racist incidents will be maintained by Head	Log will be compiled by Head	Head
Review / Impact Assessment	Results of analysis presented to the Governors' SIC committee and the local authority	

Priority Issue and objective	Policy Review	
Category	Governing Body Review	
Diversity Strand	Race, gender, disability	
Tasks	Detail	Responsibility
The Single Equality Scheme will be reviewed by Governors on an annual basis	The Single Equality Scheme will be reviewed by Governors SIC committee. The review will take into account General and Specific duties.	Head
Review / Impact Assessment	The Single Equality Scheme will form part of the School Development Plan, reviewed annually and approved by the full governing body	