

# EAST FARLEIGH PRIMARY SCHOOL



## SINGLE EQUALITY POLICY

### Statement

This scheme outlines the commitment of the staff and Governors of East Farleigh Primary School to promote equality.

In accordance with our mission statement and school values we endeavour:

-  To respect the equal human rights of all our pupils
-  To positively promote equality and diversity
-  To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
-  To educate pupils about equality
-  To respect the equal rights of our staff and other members of the school community

We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:

-  Gender
-  Race
-  Disability
-  Religious Belief
-  Age
-  Sexual Orientation
-  Pregnancy and Maternity
-  Socio-economic Background and other protected characteristics

We will promote community cohesion at school, local, nation and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

-  Ethnicity
-  Religion or Belief, and
-  Socio-economic Background

### Characteristics of our school

The school is set on the outskirts of Maidstone in what was a rural farming community, the majority of the children live within the village or close by. The community reflects a normal social distribution curve, with some being affluent, some in impoverished circumstances but the majority somewhere in between. Many of the parents work in business or in central Maidstone. A few commute to London and a number work in local services. There are a considerable number of siblings throughout the school. Less than national average cohorts of both FSM and AEN. Parental occupations cross the spectrum from professional, service and manual activities.

## School Values

East Farleigh School has a strong ethos of vision and values shared between pupils, parents and staff. They are shown in our prospectus and around the school and are summarised below.

### School Vision

Highest academic achievement	Sense of self-worth
Good citizenship	Ability to care
Positive values	Creativity
Commitment to learning	Positive social skills
Understanding and appreciation of others	

### School Values

A safe learning environment	Taking risks in learning
Enjoyment and fun	Supporting and caring
Aiming high	Independence
Co-operation	Commitment
Challenge	Teamwork
Respect	Including everyone
Loving learning	

Our vision and values underpin everything we do. Our guiding principle is one of inclusion. We value all pupils in our school equally and so we want to identify and breakdown possible barriers to leaning in order to obtain the highest levels of achievement and enjoyment.

### Statutory Requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Kent council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addressed our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addressed our duty under the Education and Inspections Act 2006.

Our scheme covers the statutory requirements outlined on p.25 of the EYFS Statutory Framework.

### Responsibilities

One named governor takes the lead, but the Governors as a whole are responsible for:

-  Drawing up, publishing and implementing the school's equality objectives,
-  Making sure the school complies with the relevant equality legislation; and
-  Making sure the school Equality Scheme and its procedures are followed
-  Monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for:

- ☞ Making sure steps are taken to address the school's stated equality objectives,
- ☞ Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils and their parents and carers know about them,
- ☞ Producing regular information for staff and governors about the plans and how they are working through the head teacher's report at full governing body meetings for example.
- ☞ Making sure all staff know their responsibilities and receive information and support in carrying these out; for example in the staff handbook and access to policies on the shared server,
- ☞ Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents; for example in the staff handbook and access to policies on the shared server.
- ☞ Anticipating and enabling responsible adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All Staff are responsible for:

- ☞ Promoting equality and community cohesion in their work,
- ☞ Avoiding unlawful discrimination against anyone,
- ☞ Fostering good relations between groups, and
- ☞ Dealing with prejudice-related incidents,
- ☞ Being able to recognise and tackle bias and stereotyping,
- ☞ Accessing training and learning opportunities, all training is recorded

The Headteacher is responsible overall for:

- ☞ Investigating reports of prejudice-related incidents

Visitors and Contractors are responsible for:

- ☞ Following relevant school policy

### **Staff Development**

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

As part of our school self-evaluation issues that relate to promoting equality are evaluated. The staff development programme is based on this evaluation.

### **Publication and Review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as a paper document on request and on the school website.

The scheme will be kept under regular review for three years as part of the ongoing policy review plan.

### **How We Report On Progress And Impact**

A report on progress with the actions listed below will be published by the governors via our school website at the end of each school year.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

### **How We Conduct Equality Impact Assessment**

This section outlines our process for monitoring the potential impact of school practice in terms of:

-  Ethnicity
-  Religion of belief
-  Socio-economic background
-  Gender and gender identity
-  Disability
-  Sexual orientation
-  Age

Equality objectives identified by this process should be included in the three year plan in Section 10 below, or in the School Improvement Plan as appropriate.

-  Evidence of this process and progress is reported to the Governing Body
-  Racist incidents are also reported to the Local Authority
-  Children with special needs are monitored and their progress is reported to their parents and the Governing Body are given an overview of provision and progress
-  We track pupil progress by age, gender, ethnicity, socio-economic background and English as an additional language
-  Incidents of homophobia are recorded and monitored
-  Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures, e.g. racist incidents, aggressive behaviour, and staff conduct

An impact assessment document is available as a separate document:

**PLEASE SEE EAST FARLEIGH IMPACT ASSESSMENT FORM 2012**

### **How We Chose Our Equality Objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. From the equality impact assessments listed in Section 7 above.
- ii. From the following data;
  -  Pupil Tracking
  -  Pupil Assessments
  -  Reports of Incidents
  -  Multi Agency Reports
  -  Inclusion in School Activities (e.g. clubs, visits)
  -  Behaviour Books
  -  Rewards
  -  Exclusion Reports
  -  Raise-on-Line

-  Fisher Family Trust
-  Child Protection, Children in Need and LAC information

iii. And from involving relevant people (including disabled people) from the start in the following way:

-  Parents through a questionnaire, consultations/meetings, review meetings.
-  Pupils through a questionnaire, circle time, SEALs, the School Council.
-  Outside agencies, with a professional interest in individual or groups of pupils such as School Nurse, Social Care, Speech and Language Therapists, Occupational Health, Medical Professionals.
-  Staff, Governing Body and Local Education Authority.
-  The Police, the local Church and other local religious communities

The evidence was then analysed in order to choose objectives that will:

- i. Promote equality of opportunity for members of identified groups,
- ii. Eliminate unlawful discrimination, harassment and victimisation, and
- iii. Foster good relations between different groups in terms of
  -  Ethnicity
  -  Religion or belief
  -  Socio-economic background
  -  Gender and gender identity
  -  Disability
  -  Sexual orientation
  -  Age
  -  And other protected characteristics

### **Three-Year Equality Objectives 2015 – 2018 (to be kept under regular review)**

-  Equality Objectives (focused on outcomes rather than processes)
-  Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc
-  Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion)
-  Strive for all pupils regardless of ethnicity, age, gender, to achieve the highest possible standards in their learning and make good progress
-  Ensure that the appointment of staff is in line with equal opportunities legislation
-  Ensure that the governing body of the school reflects that of the wider community
-  Identify barriers to learning and participation and provide appropriately to meet a diversity of needs

### **Three-Year Access Plan 2015 - 2018**

This can relate very closely to the disability elements of the equality objectives above, except that it covers pupils only whereas the equality plan includes all members of the school community.

Actions (focussed on outcomes rather than processes)

- i. Improvements in access to the curriculum
  -  Visual, kinaesthetic and auditory teaching styles will be promoted.
  -  Staff will attend relevant training.
  -  Implementation will be monitored
  -  Specialised equipment and resources will be provided to support individual and groups of pupils' learning as appropriate
  -  School will match provision to need
  
- ii. Physical improvements to increase access to education and associated services
 

Each year the Governing Body will consider and assess access needs and make suitable improvements to the building when practicable and where funds are available.
  
- iii. Improvements in the provision of information in a range of formats for disabled pupils
  -  Increased use of text messaging
  -  Information to be more current on the website.
  -  Encourage the use of Parentmail and electronic communication
  -  Use of online payments

PLEASE SEE SEPARATE ACCESSIBILITY PLAN

### **Three-Year Community Cohesion Plan 2015 - 2018**

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographic dimensions of “community” are as follows:

-  The school community
-  Local communities
-  Communities across the UK
-  The global dimension

Actions (focussed on outcomes rather than processes)

- i. Teaching, learning and the curriculum

The School Community:

-  Pupils will be taught SEAL
-  Issues will be dealt with through circle time
-  School Council to be encouraged in decision making
-  Eco committee to be encouraged in decision making

Local Communities:

-  Trips to places of worship
-  Inviting local artist and sports people
-  Local tournaments and sports / challenges links
-  Links with other local schools
-  Using local points of interest, libraries, museums and educational visits

-  Year 6 Friends of East Farleigh annual party
-  Curriculum work – accounting for coming curriculum changes
-  Involvement of police and fire services
-  School council to take a lead in the schools charitable work

-  Community Across the UK:
-  School council to foster links with other schools
-  Museums and art galleries in London
-  Residential Trip

ii. The Global Dimensions:

School will promote the fair trade ethics through the curriculum provision and worship provision.

-  Assembly to demonstrate Fair trade ethics
-  Each class will demonstrate what they have learned about the ethics of fair trade
-  Eco committee will run a fair trade shop

Pupils will continue to raise money for Global disasters if appropriate.

Equity between groups in school where appropriate.

-  SEALS
-  Circle time
-  PSHCE
-  School Council
-  Monitoring participation and provision
-  Support for pupils with additional need

iii. Engagement with people from different backgrounds, including extended services.

Each year invite visitors (artists, storytellers, dancers, author) from a variety of different cultural background.

The following outcomes will be monitored and reported as an indicator of how successful our action plan is;

-  Raised awareness of equality issues throughout the wider school community
-  Increase in pupil attainment for all ethnic groups
-  Closing the gap in gender
-  Closing the gap in SEN
-  Closing the gap in FSM

### **The Public Sector Equality Duty Guidance**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). It applies to public bodies, including maintained schools and academies.

We draw on non-statutory advice from the Department for Education (DfE) on the Equality Act 2010, and set out the schools' obligations under the PSED.

PSED extends schools' equality duties

DfE advice explains that the PSED, sometimes referred to as the 'general duty', extends schools' equality duties to all protected characteristics:

-  Race
-  Disability
-  Sex
-  Age
-  Religion or belief
-  Sexual orientation
-  Pregnancy and maternity
-  Gender reassignment

The three main elements of the duty

The duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies are required to have due regard (see below for a definition of 'due regard') to the need to:

-  Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
-  Advance equality of opportunity between people who share a protected characteristic and people who do not share it
-  Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it

For schools, age will be a relevant characteristic in consideration of their duties only in their role as an employer, and not in relation to pupils.

PSED replaces previous equality duties

All public bodies were previously bound by three separate sets of duties: to promote disability, race and gender equality. The PSED has replaced those three duties.

The PSED in practice

DfE advice says that 'due regard' has been defined in case law and means giving relevant and proportionate consideration to the duty.

For schools this means:

-  Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
-  Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
-  The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind
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The DfE adds that schools cannot delegate responsibility for carrying out the duty to anyone else.

Specific duties under the PSED

The PSED introduces secondary legislation in the form of specific duties. The specific duties require schools to:

- i. Publish information to demonstrate how they are complying with the PSED – this information must include, in particular, information relating to people who share a protected characteristic

ii. Prepare and publish equality objectives

Schools have until 6 April 2012 to publish their initial information and first set of objectives. They will then need to update the published information at least annually and to publish objectives at least once every four years.

Paragraph 5.12 on page 23 of the DfE advice says:

The Equality Duty is proportionate, and complying with it will look different for organisations of different sizes and with different levels of resources. Therefore, in terms of publishing information and setting equality objectives, the requirements of the duty will not be the same for a small primary school as they are for a large secondary school.

The government is clear that the new duties should not be overly burdensome on schools. Schools will not be required to collect any statistical data that they do not already collect routinely.

No specific format for publishing this information

It will be up to schools themselves to decide in what format they publish equality information.

For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available.

The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and public who want to see it.

Specific duty: publishing information

DfE advice looks at the type of information that will be relevant to showing how the three main elements of the PSED are being addressed.

Eliminating discrimination and other conduct that is prohibited by the Equality Act 2010

Schools could publish:

-  Copies of policies, for example the behaviour policy or anti-bullying policy, or the recruitment or pay policies, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
-  A note of a meeting of staff or of governors, where they are reminded of their responsibilities under the Equality Act 2010
-  Evidence of staff training on the Equality Act 2010
-  A note of how the school monitors equality issues

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Schools could publish:

-  Attainment data which shows how pupils with different characteristics are performing
-  Information about work done in response to analysis of data in order, for example, to:
  -  Support disabled children
  -  Help boys improve their performance in writing
  -  Help girls catch up in science
  -  Boost the English language skills of bi-lingual children from certain minority ethnic groups

Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

Schools could publish evidence relating to:

- ☞ Aspects of the curriculum that promote tolerance and friendship, or which share understanding of a range of religions or cultures
- ☞ Assemblies dealing with relevant issues
- ☞ Involvement with the local communities
- ☞ Twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds
- ☞ Initiatives to deal with tensions between different groups of pupils within the school itself

Specific duty: preparing equality objectives

For more information on equality objectives, including examples of objectives from schools and guidance from local authorities and the DfE, follow this link to another article from The Key:

Accessibility plans: still required

Schools are still required to publish an accessibility plan, setting out how they will make improvements in accessibility for those with disabilities.

This duty has been replicated in the Equality Act 2010.

The Equality Scheme shall be reviewed in January 2018.