

# Single Equality Scheme



Reviewed and approved by the FGB

Chair of Governors :

Signed :

Headteacher :

Signed :

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## Foreword

The success of the school's Single Equality Scheme requires ownership by Governors, Senior leaders, all staff, the school community and the young learners.

The School's Single Equality Scheme serves to set out the school's overall commitment to equality and diversity in one central document.

## Introduction

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

## School ethos

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying are dealt with promptly and efficiently.

## School profile and values

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

## Roles, responsibilities, commitment and accountability

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

We will promote equality by:

- Integrating equality issues into all our key policies, planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;

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- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

### □ To achieve this we will:

1. Respect the equal human rights of all our pupils and to educate them about equality.
2. Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and gain full access to all activities.
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
5. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect the equal rights of our staff and other members of the community.
7. In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

## **The Race Duty and Community Cohesion**

### □ Race

The School recognises racial harassment and violence are two of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment.

HCPS is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

To promote racial equality we will:

#### 1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups.
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

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### 2. Support cohesion by

- Promoting activities that celebrate our common experience
- Encouraging learners to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations;

### 3. Work in partnership with Black, Asian and Minority Ethnic individuals to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff, (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.
- Ensure the policy is also part of short, medium and long term planning arrangements that the school already has in place

#### □ Community Cohesion

Our school already considers community cohesion to be a fundamental part of our role. We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together.

## The Disability Equality Duties

#### □ Disability

The School's commitment to equality for disabled learners, their families and staff has three objectives:

1. We will promote equality for disabled people by :
  - Removing barriers to accessibility, particularly in relation to education
2. We will tackle discrimination against disabled people by :
  - Promoting positive images of disabled people;
  - Challenging patronising or discriminating attitudes;
  - Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
3. We will work in partnership with disabled learners to achieve their full potential by:
  - Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
  - Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
  - Supporting disabled learners, staff and carers according to their individual need.
  - Enabling disabled learners, their families and disabled staff active participation;
  - Involving disabled learners, their families and disabled staff in the changes and improvements we make;
  - Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

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When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Scheme.

### **The Gender Equality Duties**

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment and other hate crimes.

We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

### **Anti-bullying and Discriminatory Policy Framework**

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

#### **Employment Practices**

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

#### **Equality Impact Assessments**

- Presenting a balanced view of social and economic relations in the world.
- The school articulates clear zero tolerance of all forms of bullying through its anti-bullying policy and participation in anti-bullying week each year

### **Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their colour, race, nationality, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy, as appropriate.

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We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report termly on complaints made

### The standard procedures and processes of our school

#### □ disability

Accessibility statement policy - which has a framework for assessing the needs of pupils with disabilities.

#### □ gender

The school carries out regular assessment processes to check there are no gender differences in achievement. Where there could be significant differences in year group cohorts in terms of gender then changes would be applied to the curriculum to meet needs.

#### □ race

We are conscious that our school is situated in an area with low numbers of multi ethnic families and potential for racist issues. We therefore strive to offer a culturally diverse curriculum that prepares children for life in a diverse society.

#### □ community cohesion

HCPS regularly holds workshops to better include families in the life of our school. Our curriculum includes content which provides learning about different faiths.

### General duties

#### □ Disability general duty

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

#### □ Gender general duty

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

#### □ Race general duty

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

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We want to do more by:

Working to ensure that there is representation of ethnic minorities on the school council, the governing body and staff.

### □ Community cohesion duty

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.

**In teaching, learning and the curriculum**, community cohesion is promoted by :

- using positive images and avoiding stereotyping.
  - PSHE (Personal, Social, Health Education) and Citizenship programmes that recognise and celebrate diversity
  - Sponsoring girl in Zambia + British values
- 
- 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

## Ongoing involvement

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

The school articulates clear zero tolerance of all forms of bullying through its anti-bullying policy and participation in anti-bullying week each year.

## Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. The information also helps us to conduct accurate impact assessment and

identify which of the school's priorities have been achieved and on what issues we need to improve.

### **Monitoring and evaluating the Single Equality Scheme**

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes.

We will regularly monitor and evaluate the implementation of our Single Equality Scheme.

We will formally review, evaluate and revise this Single Equality Scheme, to set new priorities and identify new actions.

### **Links with other school policies**

School policies that link with, and have informed this Scheme include:

- Behaviour policy
- Admissions policy
- SEN/Inclusion policy

### **The working party**

The working party will include:

- SLT member
- Governor
- Parent with interest in or experience of disability issues
- Staff representative with an interest in disability or experience of disability issues.
- Inclusion Manager
- associate members e.g. pupils with disability/on school council,
- community / voluntary groups (when necessary)

The Key Functions of the Working Party will be:

- To ensure the involvement of disabled pupils, parents/carers and staff regarding the disability equality duty.
- To arrange for the gathering of information.
- To consider arrangements for race, disability and gender impact assessments.

### **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. We recognise that our Scheme is a public document that should be available to any interested stakeholder, making it available on request. We will promote and publish our Scheme by placing it on our school website.

We will produce an annual report on progress and review and revise the School's Equality Scheme every three years. This can form part of the head teachers report.