



# Single Equality Scheme 2016-19

## *St Stephens Community Academy*

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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# St Stephens Community Academy



An Daras  
Multi Academy Trust



## Single Equality Scheme 2016-2019

### Introduction

Our primary school is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality Scheme brings together the school's approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community.

Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community.

We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this.

In accordance with "Public Sector Equality Duty" we have adopted a proactive approach to equality. This means that we will:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- Make changes to ensure that any areas of potential inequality are eliminated.

### **Potential areas are:**

- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Pregnancy and Maternity
- Marriage and Civil Partnership

Our Single equality scheme (SES) and actions are incorporated into the School Improvement Plan where relevant. The scheme covers three years from 2016 to 2019. It integrates our

statutory duties in relation to race, disability and gender (three equality strands) and in relation to community cohesion.

It also addresses legislation in relation to religion or belief, sexual orientation and age (three further strands) and includes our priorities and actions to eliminate discrimination and harassment in these areas.

This plan therefore enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for 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 School Improvement Plan. This will be reviewed by our Local Governing Body.

### **Policy Aims**

- The school acknowledges and welcomes diversity among pupils, staff and visitors
- We will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child
- Provide quality learning experiences and activities which are differentiated to cater for individual needs
- Celebrate success and achievement to promote positive self-esteem and aspirations
- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging
- and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- School is opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities
- We are a predominantly Christian school which respect the religious beliefs and practices of others and are happy to work with reasonable requests to religious observance and practice.
- We ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.
- Encourage and develop greater parental involvement and support

For our school to accomplish these aims we need to work closely with families. The education of young children should be promoted through a partnership in which both the home and the school play their parts to the full in order to raise standards of achievement and develop the child as a successful individual.

## **School Context**

Our primary school serves a rural town in Cornwall. It is in partnership with other local schools as part of a Multi-Academy Trust.

It has 36% free school meals entitled pupils (Sept 16 this changes throughout the year) in Years 1 to 6. 83% of pupils are British and 17% of pupils are other ethnicity. The proportion of children with SEND is 14% excluding SEN alert- with 52 children on alert (Sept 2016).

## **Meeting our Duties**

### **General duties**

Under the statutory duties, all schools have “General Duty” to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share protected characteristics and persons who do not share it;

### **This means:**

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Fostering good relationships between persons who share a protected characteristic and persons who do not share it

### **Disability general duty– Disability Discrimination Act 2005**

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

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means that we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- 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 general duty**– Sex Discrimination Act as amended by the Equality Act 2006

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**– Race Relations Amendment Act 2000

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

All racist incidents will be recorded or reported to the Head of School/Executive Head teacher. This will be recorded on the school's record and will follow the Local Authority's reporting procedures for racial incidents.

#### **Transgender**

Transgendered people are explicitly covered in 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 provide a supportive environment within its school community.

#### **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 will incorporate our priorities the School Improvement Plan to make it easier to monitor our progress and performance in meeting our objectives.

We recognise that our school has a responsibility for educating children who live in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of children with those in other schools. We understand that we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups. We also have the duty to promote British Values.

### **Age, Sexual Orientation, Religion, Pregnancy and Maternity, Marriage and Civil Partnership**

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.

### **Collecting and Analysing Equality Information for Pupils**

Our school is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.

We collect information on our pupils including on the school data base (SIMS) or on our tracking system:

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism

The Local Governing Body receives information on racist incidents, exclusions and bullying termly. Groups of pupils are tracked within the schools data report termly to ensure that all groups of pupils achieve.

### **Collecting and Analysing Equality Information for Employment and Governance**

Our school is committed to providing a working environment free from discrimination, victimisation and harassment.

We collect and analyse the following information on our staff and governors:

- Applicants for employment
- Staff profile information
- Attendance at training events
- Disciplinary and Grievance cases
- Staff performance management.

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising 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 and a synopsis passed to a working party as required.

### **Consultation**

We involve pupils, staff, Local Governors, parents and carers, and our wider school community in supporting the Single Equality Scheme and working with us to complete the Action Plan.

Examples include:

- Discussion at Local Governing Body meetings
- Local authority perspective by sharing with the school Improvement officer.
- Raising awareness at staff meetings

### **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.

We will undertake assessments to identify the impact or effect of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of minority groups. Where negative impacts are identified, we will take steps to deal with this and to ensure equality of service to all.

An inventory of existing policies has been undertaken and there is an on-going rolling programme of policy reviews

### **Relevant School Policies**

We have used our existing school policies to inform our Single Equality Scheme.

These include:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- SEND Local Offer
- SEND Policy
- Teaching and Learning Policy
- Promotion of British Values
- Inclusion Policy

### **Roles and responsibilities**

The Equality Scheme will be aligned with the School Improvement Plan. Its implementation will be monitored by School Self-Evaluation and other review processes as well as being updated annually. The Equality Scheme will be reviewed every three years.

- The Local Governors will ensure that the school complies with statutory requirements in respect of this scheme and Action Plan.
- The Head of School will ensure that staff are aware of their responsibilities and that they are given necessary training and support
- The Head of School has the responsibility for co-ordinating the implementation of the scheme and will report progress to governors
- 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 and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves 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.

### **Commissioning and Procurement**

The school, as required by law, will ensure that when we buy 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.

### **Publicising our Scheme**

The Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

The school website and the Staff Induction file.

### **Annual Review of Progress**

The Local Governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation.

Consideration will be given to:

1. The results of our information gathering activities for race, disability and gender.
2. How we react to this information.
3. An update of the progress made against priorities that are established.

This policy will be reviewed annually.