



GOODYERS END PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

2018-2021

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Spring 2018

Date of next review: Spring 2021

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1.0 POLICY STATEMENT

a) We pledge:

- to respect the equal human rights of all our pupils
- to educate them about equality
- to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school practices in accordance with the school review cycle and implement all necessary resulting actions in relation to:

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age.

c) We will promote community cohesion at school, local, national 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
- socio-economic background.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance and success by ethnicity, gender, disability and special educational need and free school meals entitlement. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

2.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- monitor achievement data by ethnicity, gender and disability, special educational need and free school meals entitlement and action any gaps
- take account of the achievement of all pupils when planning for future learning and setting challenging targets
- ensure equality of access for all pupils and prepare them for life in a diverse society
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seek to involve all parents in supporting their child's education
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

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- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are the responsibility of the Local Authority and are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3.0 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at our school. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

4.0 EQUALITY AND THE LAW

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000) and Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

Legal duties

The Equality Act (2010) placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people
- eliminating discrimination and harassment of disabled people that is related to their disability
- promoting positive attitudes towards disabled people
- encouraging participation in public life by disabled people
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for identifying our disability equality goals and actions to meet them.

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4.1 RACE EQUALITY

This section should be read in Conjunction with the school's Race Equality Policy. This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an Equality Plan
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2 DISABILITY

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Equality Act (2010) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act (2010) has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

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Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;

4.3 GENDER EQUALITY

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- review and revise this Scheme in line with the school review schedule.

4.4 SEXUAL ORIENTATION

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

4.5 COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5.0 ROLES AND RESPONSIBILITIES

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communication as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.

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- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

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6.0 TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary.

All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- use of derogatory names, insults and jokes
- racist, sexist, homophobic or discriminatory graffiti
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory organisations and groups
- ridicule of an individual for difference e.g. food, music, religion, dress etc
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

7.0 REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

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We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8.0 PUBLISHING THE SCHEME

In order to meet the statutory requirements we will:

- publish our plan on the school website
- raise awareness of the plan through the school newsletter, staff meetings and other communications;
- make sure hard copies are available.

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9.0 ACCESSIBILITY PLAN 2018 - 2021

OBJECTIVES	STRATEGY/ACTION			EVIDENCE	TIME
	HOW	LEAD PEOPLE	RESOURCES		
To ensure the curriculum meets the needs of all learners, including access to the curriculum for disabled pupils.	Through staff training to include meeting specific needs, effective use of resources including additional staff, communication friendly environments; and meeting with pupils/parents to create One Page Profiles as appropriate.	SENDCo HT AHTs	Training time Communication Friendly resources	Increased access to the curriculum. Needs of all learners met. Parents fully informed of support in school.	Ongoing
To ensure the appropriate use of specialised equipment to benefit individual pupils and staff.	Staff training in how to use specific equipment as necessary, eg hearing aid microphone systems Specialist equipment available as necessary, eg pencil grips, sloping writing boards, coloured overlays, access to laptops and iPads etc.	SENDCo Class teachers	Specialist equipment as needed	Increased access to the curriculum. Needs of all learners met.	Ongoing
To ensure the appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments.	All hazards are clearly marked and identified using contrasting colour schemes to benefit pupils with visual impairments : - All nosing of external steps/manhole covers are highlighted in non-slip paint. - Planters and other similar outdoor objects are identified in a different colour to their surroundings.	SENDCo HT Site Manager	Cost of decoration	Hazards are highlighted to increase safety for visually impaired people. All areas monitored and maintained.	Ongoing
To ensure that there are toilet facilities available to all.	Accessible toilets to be kept free of clutter. Ensure that there is adequate space to the side of the toilet to transfer from a wheelchair if required. Test emergency pull cord regularly to ensure that it is in good working order. Ensure that the emergency pull cords are left to hang down.	SENDCo HT Site Manager	Minimal cost to maintain existing space	All pupils, staff and visitors with a disability able to access the toilet.	Ongoing

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OBJECTIVES	STRATEGY/ACTION			EVIDENCE	TIME
	HOW	LEAD PEOPLE	RESOURCES		
To ensure the availability of written material in alternative formats.	Staff aware of support from services available – Braille or EAL requirements. Disabled people aware of facilities through signs. Improve availability of information for parents.	SENDCo HT AHT Office staff	Contact details and cost of translation/adaptation from external services.	Information given to disabled pupils/parents/visitors as appropriate. Written information available in different formats.	Ongoing
To improve and maintain signage to indicate access routes around school.	Ensure that there is clear signage to indicate disabled parking bays. Ensure that there is clear instruction on the entrance gate to inform those using mobility aids of the level surface access arrangements. Use 'Widget' symbols around the school to identify rooms/hand washing etc.	SENDCo HT AHT Phase Leaders	Cost of signs	Mobility aid users aware of wheelchair access to all parts of the school building. Access routes around school are clearly identifiable. Signs are maintained and remain in place.	Ongoing
To improve the quality of provision for children with specific SEND	To provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs (sensory room).	SENDCo HT	Cost of redecoration Cost of sensory equipment.	The school experience is enhanced for children with specific special needs.	
To ensure the maintenance of safe access around the school	Ensure that pathways within and around school are kept clear to allow ease of access for all users. Ensure clear access is available to emergency exits and that the exit doors are unlocked at all times.	Site Manager HT	None	Disabled people can move around the school site unhindered.	Ongoing
All out-of-school activities are planned to ensure the participation of all pupils.	Review of all out of school provision to ensure compliance with legislation and is fully inclusive to all. Consideration to be made in advance for transportation to and from offsite activities to ensure it is accessible.	SENDCo HT Teachers EVC Extra-curricular coordinator	None	All out-of-school activities will be conducted in an inclusive environment and available to all pupils.	Ongoing

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10.0 EQUALITY ACTION PLAN

EQUALITY STRAND	ACTION	HOW WILL THE IMPACT OF THE ACTION BE MONITORED?	WHO IS RESPONSIBLE FOR IMPLEMENTING?	WHAT ARE THE TIMEFRAMES?	EARLY SUCCESS INDICATORS
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, eg through involvement in the School Council, class assemblies, fund raising, extra curricular activities etc.	Representation monitored by race, gender, disability through an annual audit.	Member of staff leading on School Council	Ongoing	Fair diversity of children contributing to school life
Race Equality Duty	Identify, respond and report racist incidents as outlined in the plan. Report the figures to the GB/LA on an annual basis.	The Headteacher/GB will use data collected about racist incidents to assess the impact of the school's response to incidents and make curricular adjustments as necessary.	Headteacher/GB	Reporting in October annually.	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the GB.
Race Equality	Review the curriculum to ensure that cultural awareness is taught	Discussions with pupils. Reduction in racist incidents.	RE Leader	Ongoing	Children have a good understanding of the cultural diversity within GEPS.
Race Equality	Increase the participation of black pupils in extra curricular activities	Co-ordinator to monitor the number of black pupil's attending extracurricular activities and take appropriate action	Extra-Curricular Co-ordinator	Ongoing	The ratio is in line with school percentages
Disability	As and when needed, make written materials available in alternative formats for: <ul style="list-style-type: none"> disabled pupils disabled parents/carers disabled governors disabled visitors. 	The school will monitor the number of requests it receives for alternative formats of written materials. The school will track and monitor the progress made for pupils who require written materials to be made in a different format.	Headteacher/ SENDCo	Ongoing	Effective delivery of information for disabled people in the school community is provided.
Disability	Ensure all children are able to access the full curriculum within and outside the school through use of reasonable adjustments.	All children will be monitored by teaching staff and SENDCo throughout the school year to ensure that they have full access to the curriculum. Modifications will be made to ensure the curriculum and the physical building is accessible.	All staff led by SENDCo through staff meetings and discussions.	Ongoing	All children are given access to the full curriculum at Goodyers End. This may include a differentiated curriculum to meet need.
Disability	Review the curriculum to ensure that understanding of different disabilities is taught. Differentiate the curriculum as and when required to meet the needs of individuals.	Discussions with children to ensure that they have a good understanding of the difficulties faced by people with disabilities. Ensuring that the curriculum is being accessed by all.	Headteacher/Assistant Headteacher/SENDCo Headteacher/SENDCo / Teaching staff.	Ongoing	Children have a good understanding of the difficulties faced by people with disabilities. All pupils accessing curriculum.

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EQUALITY STRAND	ACTION	HOW WILL THE IMPACT OF THE ACTION BE MONITORED?	WHO IS RESPONSIBLE FOR IMPLEMENTING?	WHAT ARE THE TIMEFRAMES?	EARLY SUCCESS INDICATORS
Disability	<p>Make necessary adjustments to ensure physical access to the site and building by parents and visitors with physical disabilities:</p> <ul style="list-style-type: none"> Relocate the call system on the entrance gate so that it is accessible to wheelchair users. Ensure there is adequate signage on the entrance gate informing visitors with mobility needs of how they are able to enter the building. Ensure portable ramps are available for external raised door thresholds. Widen doors as and when building works/school improvements allow. 	Review of adjustments made annually and no incidents reported where access denied.	Headteacher	Ongoing	All pupils/ staff/ parents/ visitors have equal access to the school site and building.
Gender	Ensure that staff recruitment is based on criteria to provide equality of opportunity for both sexes.	Staff recruitment processes and outcomes will be monitored by the Headteacher and GB.	Headteacher/ Governors	Ongoing	Staff recruited are the best fit for the posts available.
All	Continue to explore the concept of flexible working and posts.	Annual review of contracts and adjustments made.	Headteacher/ Governors	Ongoing	All staff are given the opportunities for more flexible working practices.
CLA	Ensure all children are able to access the full curriculum within and outside the school through use of reasonable adjustments.	All children will be monitored by teaching staff and SENCO throughout the school year to ensure that they have full access to the curriculum. Modifications will be made to provide for those who struggle with access.	Designated Teacher for CLA	Ongoing	CLA make good or better academic progress.
All vulnerable groups	Ensure pupils make appropriate progress within the curriculum to achieve maximum potential.	Termly analysis of pupil attainment versus progress data for vulnerable groups - boys / SEN / Minority ethnic / CLA/ Pupil Premium	Headteacher	Termly and ongoing	Vulnerable groups making progress in line or above national expectations and achieving to their highest potential.

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