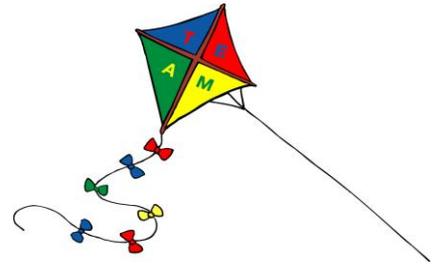


TWYFORD ST MARY'S C OF E PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

2016 – 2020



This document brings together the School's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole School community. Our Single Equalities Scheme includes pupils, staff, governors, parents, carers and all those within our extended school community. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents.

What is the Single Equality Scheme?

Our Single Equality Scheme covers a 4 year period from Spring 2016 to Spring 2020. It integrates our statutory duties in relation to the six equality strands: race, disability, gender, faith, sexual orientation and age. It includes our priorities to meet the three aims of the General Equality Duty (Equality Act 2010):

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- And foster good relations

We also plan through these measures to celebrate diversity; developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We are aware that there are significant differences in the economic circumstances of the children within our school community and work to ensure that this does not create inequality of opportunity.

We will continue to meet our statutory duties by creating an annual Report and Action Plan to report how we are meeting our equality objectives, and how we plan to continue to meet those objectives.

Hampshire Context

Hampshire is a large and diverse county with over a million residents. 1 in every 49 children in the country attends a Hampshire school. There is a mix of urban and rural areas but the majority of the population live in urban areas. In 2011, the census identified that Hampshire was growing similarly to the UK, that the population was ageing more rapidly, the county was diversifying more gradually and that the county was adapting to changing economic times. The Hampshire population consists of 91.8% White British with White other (3.2%) and Asian (2.7%) being the second and third largest ethnic groups. For 2007/2008 there were 732 reported incidents of hate crime; 85% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. The main religious group Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

School Context

Twyford St Mary's is smaller than the average primary school. With the exception of some classes, pupils are taught in mixed age classes. The proportion of children eligible for support through pupil premium fund is lower than the national average and those who have special educational needs supported by the school is lower than average but children or with an educational health care plan is average.

Diversity of the School Pupil Population:

Figures taken from 2016

| Protected Group | % of population |
|------------------------|-----------------|
| Boys | 43% |
| Girls | 57% |
| Disability | 1% |
| SEN | 8% |
| Minority Ethnic Groups | 10.5% |
| EAL | 4% |
| FSM | 9% |

Policy Statement and Objectives

1. The School acknowledges and welcomes diversity among pupils, staff and visitors.
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnicity, national origins or physical or mental abilities.
3. We promote the principles of fairness and justice for all through the education that we provide in our School.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
5. The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required to, in order to increase access to the curriculum, improve access to the school buildings and improve delivery of information.

The objectives set for the next four years are therefore:

1. Ensure that children, who are from vulnerable groups, as identified above, match the rates of progress of other groups of children.
2. There is no gender imbalance between girls' and boys' progress outside of the national picture.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents (See appendix A)

All racist incidents should be recorded on the school racist incident sheet and a copy given to the head. The head will record this on the school's record and the head will

also inform county and Governors. Staff should deal with the incident in line with the school behavioural policy.

Disability Equality

The general duty to promote disability equality means that we must have due regard to:

1. Promote equality of opportunity between people with disabilities and other people
2. Eliminate unlawful discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards people with disabilities
5. Encourage participation by people with disabilities in public life
6. Make reasonable adjustments to take account of peoples' disabilities, even where that involves treating people with disabilities more favourably than other people.

Accessibility

In order to comply with specific legislation in relation to pupils, staff and visitors with disabilities and to maintain our values as stated in this policy we aim to make our curriculum, premises and community as accessible and inclusive as possible. Any pupil with a physical or learning disability, once enrolled into the school, will be the subject of a minuted meeting which will form an individual plan of action appropriate to that pupil in which the school will plan to make reasonable adjustments to suit his/her learning and/or physical needs.

Physical Environment

The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments and make reasonable adjustments when planning and undertaking future improvements and refurbishments of the site and premises, such as to access, lighting, acoustics, colour schemes and fixtures and fittings.

The school will make all reasonable efforts to enable pupils with disabilities to access off-site visits and trips.

Confidentiality

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out the many and varied activities of school life and will take into account preferences expressed by parents. The school respects parents' and children's rights to confidentiality. See Confidentiality and Sharing Policy.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, girls and boys.

Transgender

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

SMSC

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the 'promotion of common values and valuing diversity', promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

- Our curriculum provides for all to potentially reach outstanding levels of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- Support for pupils for whom English is an additional language enables them to achieve at the highest possible level in English.

Strand 2 – Equity and excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

- There are effective approaches in place to deal with incidents of prejudice, bullying and harassment.
- LA and school admission arrangements promote community cohesion and social equity.
- We work to ensure that significant differences in the economic circumstances of the children within our school community do not create inequality of opportunity to engage in school activities, e.g. residential trips.

Strand 3 – Engagement and extended services – providing the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely. Twyford St Mary's links include:

- Local primary schools group sharing sporting and curriculum activities

- Winchester secondary link school activities – Science, Maths, MFL, Sports Partnership
- Diversity Week annually to celebrate a diverse culture
- Elderly within the village invited to KS2 Annual Music Concert and Summer Fayre.
- Strong links with the local Church and the Cathedral in Winchester
- Regular Services for parents and community to attend
- Engagement between pupils, staff, the governing body, Parent Teacher Association through meetings and social events linked to the school.
- Local agencies, such as social care and health professionals – strong links are fostered and encouraged, enabling multi-agency working between the school and those agencies.

Age, Sexual Orientation, Faith

We must ensure that we do not discriminate on these grounds. Our Objectives include our priorities and actions to eliminate discrimination and harassment for these equality areas.

Involvement of staff, pupils and parents

We have strived to consider the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we have involved staff, pupils, parents and others through:

- Parent Questionnaires
- Involvement of the school council
- Statistical Information
- Governor Discussions

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making positive contributions to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and auxiliary aids, and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's SLT.

We will involve learners, parents, staff and others in improving practice by:

- Embedding equality and inclusion into our staff meetings
- Providing support for 'hard to reach' groups, for example looked after young people and disabled young people
- Addressing under-representation on the school council
- Involving learning, parents, staff and others in developing policy and practice where equality issues are key e.g. bullying policies.

Monitoring and Evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Statement and our objectives every four years. This Process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

Appendix A

Twyford St Mary C of E Primary School Procedure for Dealing with Racist Incidents

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive pupil behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom. Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents (See Action Plan).

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism:

- Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect: eg ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.

4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded. Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff are to report directly to the Head Teacher of staff without delay, any incident of suspected racism. MSAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour. A Racist Incident Sheet will be completed and passed to the Head Teacher without delay. The designated senior member of staff will take action in accordance with the instructions on the sheet. Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Headteacher's office. In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff must inform the Local Authority. Staff will be informed at morning briefing of pupils involved in a racial incident or of any potential incidents and what action to take.

Twyford St Mary's Primary School

Racist Incident Sheet

Date _____

1. Victim's Name _____ Class _____

2. Alleged Perpetrator(s) _____

3. Nature of Incident

4. Effect on Victim

5. Context ----- Do you believe this is a unique incident or one of a number of such incidents?

6. Immediate Action Taken

7. Teacher

PLEASE GET THIS SHEET TO THE HEADTEACHER AT THE EARLIEST POSSIBLE OPPORTUNITY.

Please place copies of the incident sheet on the files of ALL pupils involved. A further copy should go to the headteacher who maintains a central file in her office.

Appendix C Table of Roles and Responsibilities

Governors will:

- Monitor the effectiveness of the Single Equality Scheme and Action Plan.
- Review this scheme annually and revise it every two years or as appropriate in line with legislation.
- Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- 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
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensure the provision of 'returns' to the local authority)

Head Teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures, report progress to the governors.
- Consult pupils, staff and stakeholders in the development and review of the policies
- 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
- 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
- Ensure that the school carries out its statutory duties effectively

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Promote an inclusive and collaborative ethos in the school,
- Challenge inappropriate language and behaviour and respond appropriately to incidents of discrimination and harassment
- Ensure appropriate support for children with additional needs
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and the spirit of the SES
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the SES

Pupils will:

- Treat each other with respect
- Speak out if they witness or are subject to any inappropriate language or behaviour

All parents/carers and visitors to the school will:

- Adhere to our commitment to equality