



# **Coatham Church of England School SINGLE EQUALITY SCHEME Policy**

Written Spring 2013  
Review 8/5/16

Chair of Governors.....

Date.....

Head Teacher.....

Date.....

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## **“Learn not for school, but for life”**

Our school is tolerant and caring; it is a place where everyone is accepted. We believe in working together as a real school community, and using our different abilities to support each other and to succeed. Friendship, respect, and fairness are the values that lead us.

Through the learning experiences and opportunities which we offer, we want our children to believe in themselves, deal with set-backs and have clear aspirations for their futures. We want them to realise their potential in all areas of their lives.

We want our children to understand both what their community has to offer them as they grow up, and, what they have to offer it.

We hope that all of our children learn that, whatever they do, they should work at it with all of their heart.

## 1. Outline Equality Scheme

### 1.1 Introduction

**Primary School** has developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment enables us to:

- Eliminate conduct that is prohibited by the Act for example: Direct and indirect discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

## **1.2 School Context ~ see appendix 2**

The characteristics of our school

A brief description of our school and its community setting

## **1.3 Legal Background**

Our school is committed to meeting its public sector statutory duties as detailed in the Equality Act 2010. We understand that the duties apply to service delivery (including all aspects of our wider community) and employment and staff management as well as policy development and implementation.

### **Community cohesion duty – *Education and Inspections Act 2006***

In addition to addressing the duties outlined above, 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. We are committed to following DfE guidance in providing:

- 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

## ***Specific duties: disability, gender and race***

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

### **Specific duties for disability**

The law on disability discrimination protects people who are disabled but not those who are not disabled. Schools are allowed to treat disabled pupils more favourably than non disabled pupils and in some cases are required to do so.

## **1.4 Roles and Responsibilities**

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

### ***Commitment to implementation***

Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	HT
Disability equality (including bullying SEN/LDD (including bullying incidents)	DHT SendCo/ AJ GB
Accessibility	Sendco/ AJ GB
Gender equality (including bullying incidents)	HT
Race equality (including racist incidents)	HT
Equality and diversity in curriculum content	HT Governing body
Equality and diversity in pupil achievement	HR/AC/GB
Equality and diversity behaviour and attend	HR
Participation in all aspects of school life	HR
Impact assessment	HR/GB/All staff
Stakeholder consultation	GB
Policy review	GB

### ***Commitment to review***

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### ***Commitment to publish***

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

### **Commitment to action**

#### **Governors will:**

- |                       |        |   |
|-----------------------|--------|---|
| Policy Development    |        | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>   |
| Policy Implementation |        | <ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> </ul>  |
| Behaviour             |        | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Duties         | Sector | <ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>   |

#### **Headteachers and senior staff will:**

- |                       |  |   |
|-----------------------|--|---|
| Policy Development    |  | <ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Policy Implementation |  | <ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul> |
| Behaviour             |  | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from departments, individual managers, staff and pupils</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>         |

Public Sector • Ensure that the school carries out its statutory duties effectively  
Duties

**Line managers will:**

Policy • Respond to consultation requests by creating opportunities for  
Development pupils and staff to share their comments, suggestions and  
feedback, ensuring that all voices are heard

Policy • Implement the school's equality scheme, holding staff accountable  
Implementation for their behaviour and providing support and guidance as  
necessary

• Be accountable for the behaviour of the staff team, individual  
members of staff and pupils

• Use informal and formal procedures as necessary to deal with  
'difficult' situations

Behaviour • Behave in accordance with the school's policies, leading by  
example

• Respond appropriately to the behaviour of pupils and staff, as a  
whole, and individuals (praising/challenging as necessary)

Public Sector • Contribute to managing the implementation of the school's equality  
Duties scheme

**All staff: teaching and non-teaching will:**

Policy • Contribute to consultations and reviews

Development • Raise issues with line managers which could contribute to policy  
review and development

Policy • Maintain awareness of the school's current equality policy and  
Implementation procedures

• Implement the policy as it applies to staff and pupils

Behaviour • Behave with respect and fairness to all colleagues and pupils,  
carrying out the letter and spirit of the school's equality scheme

• Provide a consistent response to incidents, e.g. bullying cases and  
racist incidents

Public Sector • Contribute to the implementation of the school's equality scheme  
Duties

## 1.5 Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact on the wider community. We have involved a number of staff, pupils and parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

## 1.6 Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 2.4 (Roles and Responsibilities) of our equality scheme a detailed table can be shown found

showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each year.

**See appendix 1**

## **1.7 Priorities and action plan**



<b>Priority</b>	<b>Category</b>	<b>Diversity Strand</b>	<b>Background</b>	<b>Action</b>	<b>By whom</b>	<b>Review notes annual</b>
<p>1.Ensure that girls continue to achieve as well as boys at ks2</p> <p>Ensure that children with SEN achieve at KS2</p>	Attainment	Gender Disability	<p>Girls in East Cleveland have low aspirations in terms of qualifications and career:</p> <p>SIP Ofsted highlighted children with SEN for focus re: achievement</p>	<p>Analyse performance data by gender and SEN : FFT data, Raise online,School tracking</p> <p>Ensure interventions and structured conversations target these issues</p>	HT GB Staff	
<p>2. Collation of evidence and analysis of med term plans to evaluate the impact of the multi-cultural dimension in schemes of work</p>	Curriculum	Race	<p>We need to review our curriculum to ensure pupils are aware of the diversity and contribution made to society in wider Britain by different cultures</p> <p>School and Ofsted</p>	<p>Collation of evidence and analysis of med term plans to evaluate the impact of the multi-cultural dimension in schemes of work.</p> <p>Monitor curriculum for coverage of faith/ culture in Wider Britain and other countries</p> <p>Collate evidence and level against NC levels</p> <p>Multi cultural assemblies presented by classes</p>	Staff GB HT	
<p>3. Review of access arrangements for members of the community with a disability and</p>	Physical	Disability Gender	<p>The school is built on 3 levels with the office areas in the centre of school</p>	<p>Build new entrance hall for school</p> <p>Incorporate male toilets into main building.</p> <p>Focus on saving capital for</p>	GB HT	

access to toilet facilities for males				project Request funding from LA		
4. Encourage male role models in school and staff/governors from different cultures	Pastoral	Race Gender	East Cleveland has a low ethnic minority population Mainly female staff	Analysis of staffing, GB visitor profiles. Find opportunities for children to work with male members of staff and visitors and those from other ethnic groups/ different faiths		
5. Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority.	Pastoral	Race	Racist incidents are rare and tend to be one off names but need to be eradicated	Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority. Workshops for children on equality	HT GB Staff	
6. Policy review	Governing Body procedures	Race Gender Disability	We feel our promote equality but need to assess from this particular angle to ensure the is correct	All policies are reviewed, updated and impact assessed.	Staff GB	

## **Appendix1**

### **Assessing policies and practices**

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder racial, disability and gender equality in the school?

Prioritising will enable you to list policies and practices by relevance to racial, disability and gender equality as High, Medium or Low.

### Equality Impact Assessment Template

Name of policy or project being assessed?	Date

Priority Level	
High	
Medium	
Low	

<b>Lead Officer</b>
<b>Members of the assessment team</b>
<b>Others involved in the assessment</b>
<b>What are the aims of the policy or project?</b>
<b>Who are the beneficiaries of this policy or project?</b>
<b>What are the desirable outcomes from this policy or project?</b>
<b>List any other key policies, procedures, projects or strategies that this policy or project has implications on:</b>

<b>What are the racial, disability and gender equality implications of the policy or project?</b>	
<b>Does the policy or project have any significant positive impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Does the policy or project have any significant adverse impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Do you have any evidence?</b>	
<b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b>	
<b>Action to take</b>	
<b>If you have indicated there is a negative impact, can it be justified?</b>	
Yes / No	
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	
Yes/No	
<b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b>	
<b>How will the policy or project be monitored?</b>	

<b>Signed</b>	<b>Date</b>

**Appendix 2**

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown</b>
Number of pupils	236	Number and 49% of female Number and 51% of male
Number of staff	33	90% female    10% male
Number of governors	12	72% female    28% male
Religious character	none	
Attainment on entry compared to local and national %s		Children enter nursery at 3 years old with the majority working at below age expected levels.
Mobility of school population (Raiseonline)	94.1	
Pupils eligible for FSMs	34	17%
Deprivation factor	0.14	
Disabled pupils	0	
SEN pupils – School Action	15	
SEN pupils – School Action Plus	9	
SEN pupils – Statement	2	
Disabled staff	0	
BME pupils	4	
BME staff	0	
Pupils who speak English as an additional language	1	
Attendance %	96.5%	Oct 12
Significant partnerships		East Cleveland Education Improvement Partnership, AfA, Cleveland sports Partnership
Awards, accreditations, specialist status		Healthy Schools, Gold Travel Plan, Active Schools, AfA