

Higham Primary School

Single Equality Scheme

2016-19

Introduction

This Single Equality Scheme 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 scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Our school values and visions

Our vision is that Higham will be a school where all children make at least good progress, and become confident, caring, responsible individuals.

We aim to provide a safe, caring, well-ordered environment in which learning can take place and where each child is valued as an individual.

To achieve this, the school will help pupils to:

- develop lively, enquiring minds
- acquire knowledge and skills relevant to adult life
- use language and mathematical concepts effectively
- develop a sense of awe and wonder for their spiritual world
- understand that people come from different backgrounds and cultures, and respect the fact that they may hold different views
- show respect for others, and demonstrate good manners
- understand the world in which they live
- be proud of their own achievements and appreciate the achievements of others
- form strong, supportive relationships with other children and adults, both in school and the wider world
- know the difference between right and wrong and make the right choices

Our school profile

Higham Primary School is an average sized primary school which serves a village community with lower than average deprivation. There are few children eligible for free school meals. Most children are from white British families, and very few have English as an additional language. The percentage of children with special educational needs is a little below the national average. There are very few pupils with a disability.

The school workforce census enable us to collate data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. There are 37 members of staff employed by the school. One employee is male. There are no registered disabled staff. All staff are white British.

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2016 to 2019. It integrates our statutory duties in relation to race, disability and gender; promoting community cohesion; and preventing extremism and radicalization. The duties cover staff, pupils and people using the services of the school such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of 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 action plan. This will be reviewed by the Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

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

Our 'Managing Racial Incidents' policy gives details for dealing with racist actions or any form of discrimination.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

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

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility and Higham Primary School has an **Accessibility Plan** which is reviewed annually.

Gender equality

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

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

The duty also includes the need to consider actions to address the causes of any gender pay gap.

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.

Community cohesion

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

British Values

The DfE require schools to 'promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' These are values that have a central place in the way our children learn and in the content of our curriculum. This is taught through PSHE and RE lessons, but this is only a small part of what happens at our school:

- The children learn about, and practice, democracy through having their own voices heard via the School Council, voting for House Captains, and having a say in other things which happen in the school, for example when we revised our behaviour and home learning policies.
- We learn about the importance of laws in the class, the school and the wider community, through the exercise of a fair behaviour policy and opportunities for discussion in PSHE and assemblies.
- Children at Higham are encouraged to make choices, knowing that they are in a safe and supportive environment, and in this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.
- Our behaviour policy is built around the need for all members of the community to show respect to each other
- Our PSHE and RE curricula seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

Preventing Extremism and Radicalisation

Our 'Preventing Extremism and Radicalisation' Policy gives details of the steps the school takes.

Age, sexual orientation, religion and belief

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.

Consultation and involving people

Legislation states it is important that minority groups are involved in the formulation and development of equality schemes and action plans. To ensure the views of all groups (particularly potentially disadvantaged groups) are considered, we have sought comments from pupils, staff, Governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan.

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. A full report of outcomes will be sent to the governors annually.

Review

Views on our progress towards meeting the targets identified the Action Plan will be sought from pupils, parents, staff, Governors and community members. The Action Plan will be reviewed annually and revised accordingly.

Commitment to Action

The Head Teacher has overall responsibility for ensuring the implementation of this scheme. See also the School Improvement Plan.

Governors will:

- Regularly review the school's Single Equality Scheme and all other policies
- Provide leadership and ensure the accountability of the Headteacher 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

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- 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:

- Respond to consultation requests, including, as appropriate, creating opportunities for pupils and staff to share their comments, suggestions and feedback
- Implement the school's equality scheme and other policies, leading by example and raising issues with line managers which could contribute to policy review and development
- 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

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact the school office. If you have any comments about our Scheme please contact us.

Higham Primary School

Single Equality Scheme Action Plan

2016 - 2019

Actions to support our Single Equality Scheme are also contained in our School Improvement Plan and Accessibility Plan as indicated.

Target	Actions	Timescale	Success criteria
All pupils make at least good progress in core subjects	See School Improvement Plan & Accessibility Plan	2016-19	Differences in attainment between vulnerable groups is reduced
To raise pupil awareness of equality issues	Specific teaching of gender, race and disability	2016-19	
Ensure all pupils are able to participate in out-of-school activities	See Accessibility Plan See Pupil Premium report	2016-19	Uptake for out-of-school activities is high and there is equal access to all
To provide an accessible learning environment	See accessibility plan	2016-19	
To take account of the needs of pupils, staff and visitors when planning school improvements and purchasing resources	See accessibility plan	2016-19	
To take into account the views of all parents, pupils, staff and governors when reviewing relevant policies and procedures	Pupil, parents, staff and governors views sought through meetings, questionnaires, surveys etc	Ongoing	Pupils, parents, staff and governors respond to requests for information. Views are taken into account when policies and procedures are reviewed
Communications is accessible to everyone	Range of communications used e.g. text alerts, email, parentmail, newsletter, website, written information in a variety of formats	Ongoing	Information can be accessed through a range of means

Other relevant policies include:

Anti-bullying policy

Recruitment & Selection Policy

Pay & Reward Policy

Monitoring & Evaluation Policy

PSHE Policy

Inclusion Policy

Learning & Teaching Policy

Learning Environment & Display Policy

Curriculum Policy

Preventing Extremism and Radicalisation

Policy dateMay 2016.....

Signed

Chair of Governors

Signed

Head Teacher

Next review dateMay 2017.....

Reviewed

Next Review dateMay 2018.....

Reviewed