

SINGLE EQUALITY SCHEME

2015-2018

HOLY TRINITY & ST JOHN'S C E P SCHOOL

**St Johns Road
Margate
Kent
CT9 1LU**

Telephone: 01843 223237

Fax: 01843 230875

**Reviewed and ratified at: Full Governors Meeting
March 2016**

Email: office@holy-trinity-margate.kent.sch.uk

Web Site: www.holytrinitymargate.co.uk

As a Church of England School this policy is read within the context of the Christian values and teachings of our school

Learning to Fly Higher



To develop confident, curious independent, resilient life-long learners within a Christian environment

SINGLE EQUALITY SCHEME

The 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 pupils, staff, governors, parents, carers and all those within our extended school community.

We acknowledge that it is very important for us to all work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for our children.

CONTENTS	PAGE
Introduction	2
Policy Statement	3
Meeting Our Duties	4
Our School Vision and Values	6
Context	6
Collecting and Analysing Equality Information for Pupils	7
Collecting and Analysing Equality Information for Employment & Governance	7
Consultation	7
Equality Impact Assessments	8
Other School Policies	8
Roles and Responsibilities	8
Commissioning and Procurement	9
Publicising Our Scheme	9
Annual Review of Progress	9
Action Plan	10

INTRODUCTION

The 'Public Sector Equality Duty' means that school must adopt a proactive approach to equality. In practice, this requires all school to:

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.

Equality duties are not new to schools. The duty to promote race equality came into force in 2002, the Duty to Promote Disability Equality in 2006 and the Gender Equality Duty in 2007. As of 1st April 2011, the Equality Act 2010 has required schools to meet a single public sector equality duty which encompasses 'general' and 'specific' duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy and Maternity

Our Single Equality Scheme (SES) and action plan covers a three year period from 2015-2017. It integrates our statutory duties in relation to race, disability, and gender (three equality strands) and in relation to promoting community cohesion.

It also addresses the legislation relating to religion or belief, sexual orientation and age (three further strands) and therefore includes our priorities and actions to eliminate discrimination and harassment in those 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 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 Action Plan. This will be reviewed by the Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

POLICY STATEMENT

- Holy Trinity and St John's CEP School acknowledges, and welcomes, diversity among pupils, staff and visitors.
- We do not discriminate against anyone, be they child or adult, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins, sexual orientation or physical or mental abilities.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all children have equal access to the full range of educational opportunities provided by the school.
- The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.

- 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.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- 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.

MEETING OUR DUTIES

Under the statutory duties, all schools have a '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 a protected characteristic and persons who do not share it.

This means:

Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

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.

Foster good relations between persons who share a protected characteristic and persons who do not share it, as shown in the school's Inclusion Policy.

RACE EQUALITY

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

- Eliminating racial discrimination.
- Promoting equality of opportunity.
- Promoting good relations between people of different racial groups.

All racist incidents will be recorded on the school's concern form and a copy given to the Headteacher. The Headteacher will record this on the school's record and will follow the Local Authority Procedures for reporting racial incidents.

DISABILITY EQUALITY

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

- Promoting equality of opportunity between disabled people and other people.
- Eliminating unlawful discrimination.
- Eliminating disability-related harassment.
- Promoting positive attitudes towards disabled people.
- Encouraging participation by disabled people in public life.
- Taking steps to take account of disabled people's 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 which means 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 EQUALITY

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

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

The duty also includes the need to consider action to address the causes of any gender pay gap. Kent County Council (the employing body of Holy Trinity & St John's CEP School) considers that this has been addressed through unified conditions and pay for school teachers.

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 also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic 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.

We recognise that our school has a responsibility for educating children who will live and work in a country which 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 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.

AGE, SEXUAL ORIENTATION, RELIGION, BELIEF, PREGANCY AND MATERNITY

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.

OUR SCHOOL VISION AND VALUES

Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include that:

- We believe that all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group.
- We celebrate the diversity of our world.
- We respect the religious, spiritual, cultural, and moral values of others and will consider thoughtfully their attitudes, values and beliefs.
- We provide an atmosphere of harmony and respect and safety within an educational environment.
- We strive to make the best possible provision for all our children, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable.
- We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture or religious belief.

CONTEXT

Holy Trinity and St John's CEP School is a large two-form primary school with its own maintained Nursery. The number of pupils joining the school has increased so that most year groups are full. The school is located in the centre of the coastal town of Margate. The number of pupils known to be eligible for free school meals is 115 (28%). The majority of pupils are of White British heritage but we do have 29% of pupils who have a first language other than English. This is predominantly Eastern European.

COLLECTING AND ANALYSING EQUALITY INFORMATION FOR PUPILS

Holy Trinity & St John's CEP School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collected and analyse the following equality information for our pupils and store the information on the school databases, including our School Information Management System (SIMS).

- Attainment levels.
- Attendance levels.
- Exclusions
- Complaints of bullying and harassment
- Complaints of racialism
- Rewards for academic progress
- Rewards for behavioural progress
- Attendance at extra-curricular activities
- Participation in School Council

Actions required/highlighted from the above will be prioritised over the three year life span of our scheme and will be included in the Action Plan.

COLLECTING AND ANALYSING EQUALITY INFORMATION FOR EMPLOYMENT AND GOVERNANCE

Holy Trinity and St John's is committed to providing a working environment free from discrimination, victimisation and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population.

We collect and analyse the following information for all our staff and governors:

Applicants for employment

Staff profile

- Attendance on staff training events.
- Disciplinary and grievance cases
- Staff appraisal/performance management

Actions required/highlighted from the above will be prioritised over the three year life span of our scheme and will be included in the action plan.

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 about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data for 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 school staff and a synopsis passed to a working party as required.

CONSULTATION

We involve pupils, staff, governors, parents and carers and our wider school community in creating the Single Equality Scheme and action plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan.

Examples include:

- Discussions at school council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires, coffee mornings)
- All staff through dedicated staff meeting time
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups (travelling community, local parish)
- Involvement within local community activities
- Focus groups for parents/carers and staff
- Local authority by taking the views of the school's School Improvement Partner.

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 (either negative or positive) 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 then take steps to deal with this and to ensure equality of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an on-going rolling programme of impact assessment for all our policies and procedures.

OTHER SCHOOL POLICIES

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

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Inclusion Policy
- School Development Plan
- Special Educational Needs (SEN) Policy
- Teaching and Learning Policy

ROLES AND RESPONSIBILITIES

The school equality scheme will be aligned with the school development 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.

- The Governors will ensure that the school complies with statutory requirements in respect of this scheme and action plan.
- The Headteacher will ensure that staff are aware of their responsibilities and that they are given necessary training and support.
- The Headteacher has responsibilities 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 equality issues.