

WINGHAM PRIMARY SCHOOL

Single Equality Scheme

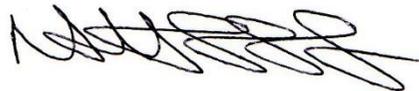
APPROVAL & ADOPTION

This plan was formally agreed and adopted by the Governing Body on:

___11 June 2015_____

Chair of Governors

Signed: _____



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1. Introduction and principles

1.1 Purpose of the SES

We recognise our duty to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil the duty to members of all these ‘equality strand’ groups, but also to ‘go beyond the call of duty’ in establishing justice and equality at the heart of our school community and in all aspects of our **policies, procedures and practices (PPPs)**. We also seek to ensure that we apply the same principles to other groups in our community for whom we have, as yet, no legislated duty, but who we know face inequality through, for example poverty or social class.

Our SES draws together the duties under existing equalities legislation and, applying the principle of ‘**levelling up,**’ enables us to achieve the following for all groups:

- promote equality of opportunity through vision, strategy and practice;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying;
- keep accurate records of bullying or harassment related to equalities and report as required to the Local Authority (LA);
- Promote positive attitudes;
- Increase participation in public life;
- Take appropriate action to meet identified needs;
- Promote community cohesion;

- Narrow the attainment gap.

1.2 Levelling Up

The principle of 'levelling up' means that, as far as is reasonable, we apply the **highest requirement of the law** across all equality strands. We do this in order to aim for the highest level of equality for all groups while taking into account the need to apply the test of what is **relevant and proportionate**.

1.3 Relevant and proportionate

In paying 'due regard' to the legislation and our commitment to 'levelling up', we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the **relevance** of equalities issues in relation to our Policy, Practice and Procedures. This means we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on PPPs that have the greatest effect on different stakeholders. We ask whether our PPPS affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **impact assessment** and increasing the **participation of stakeholders**.

1.4 Participation

We apply the principle of '**Nothing about us without us**' as far as is reasonably achievable within the context of a school community. Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different equality strands.

Our consultative groups and **working party** include representation from the widest range of relevant groups that we can achieve.

The school involves **stakeholders** including pupils, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

1.5 Setting our priorities

The priorities for the SES are set in the light of:

- data collection and needs analysis to inform policy and action planning;
- views expressed by stakeholders and trade unions that have been involved in the development of the scheme;
- consultation held widely as well as representation through the working party;

Our priorities are:

- narrowing the attainment gap between members of groups covered by the SES and other pupils who are not members of those groups;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;
- improving the involvement of disabled pupils, staff and parents and carers;
- challenging race and gender stereotypes in subject choices and career advice;
- tackling bullying of pupils based on gender, disability, sexuality or poverty;
- employment and considering objectives to address the causes of any gender pay gap or differences between groups;
- promoting positive attitudes to belief minorities;
- providing comprehensive information to parents at key transition points in school especially KS1 to KS2;
- ensuring that there are good opportunities for informal parent/teacher discussion on a daily basis;
- providing parents with timely and open information about their children's developing needs.

2. Action by the Senior Leadership Team

The governing body's duty to promote equality of opportunity and tackle discrimination is carried out by the Senior Leadership Team (SLT) and the Inclusion Leader through:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the EHRC;
- ensuring understanding of the broad definition of disability within the DDA;
- sensitively encouraging declaration of equality strand membership by pupils, parents/carers, staff and other users of the school;
- working with trade unions to implement the gender and age duties in employment functions;
- ensuring that action plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while 'levelling-up' expectations in the other strands;
- setting up the working party, with membership to include:
 - SLT member
 - Governor
 - Parents/carers
 - Staff/trade union representative(s)
 - Inclusion Leader
- ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately;

3. The working party

Our working party is involved at all stages of the development and evaluation of the SES. The Key Functions of the Working Party are:

- to ensure the involvement of the widest possible range of people representing the different equality strands;
- to ensure the involvement of trade unions regarding the equalities duties;
- to arrange for the gathering of information relating to all equality strands;
- to consider arrangements for impact assessments;

4. Information gathering

4.1 Information gathering

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and tackle discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's priorities have been achieved and what we need to do better.

4.2 Types of information to be gathered

The wide range of information gathered to support our planning and action to 'Do the duty', promote equality and tackle discrimination includes the following:

- identification of pupils, parents, carers, staff and other users of the school representing the different equality strands to develop and help us monitor the scheme (comprehensive and sensitive efforts made to collect information and meet security of information requirements);
- pupil attainment and progress data relating to different groups;
- information about how different groups access the whole curriculum including extension and enrichment opportunities;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;
- Views of parents and of pupils

5. Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. This will be done by The Governors Resources Committee.

- We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.
- We will assess impact on policies during when they are reviewed and we will build the impact assessment process into all new policy development and decision making activities.

6. Implementation and Review

We have an action plan covering all 6 equality strands. This action plan is incorporated into the School Improvement Plan, which ensures that it is checked, monitored and evaluated systematically. This ensures that we are taking action to fulfil both the general and specific duties of the relevant legislation and extend our practice through 'levelling-up' as described above.

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans;
- using the impact assessments to ensure that actions taken have had a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being tackled effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which then inform priorities.

The action plan shows:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our SES relates to our other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and our Community Cohesion Policy.

The school evaluates the effectiveness of the SES with its School Improvement Advisor on a regular basis, through the governing body and with Ofsted when the school is inspected.

7. Publication and reporting

A copy of the SES is included in the policies section of the school's website. A hard copy will be provided to those requesting it. The school prospectus includes a reference to the SES and the values underpinning it.

Through the 'Wingham Works' publication, the school reports annually on the progress made in relation to the School Improvement Plan.

App 1. Description of Legal duties and definitions relating to each equality strand

There is an existing legal requirement for schools to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. The school's SES meets the three equality requirements.

App 1.1 Gender (Sex)

Duties under the Equality Act 2006 require the governing body to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body must revise and review the plan every 3 years and report on progress annually.

Duties under the Sex Discrimination (Gender Reassignment) Regs 1999 and the Gender Recognition Act 2004 require the governing body to eliminate unlawful discrimination and promote equal opportunity in the employment of staff. There are no specific duties or requirements on schools.

App 1.2 Race (Ethnicity)

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

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

To meet this requirement the governing carries out its duty through the SLT to:

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity;
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually;
- record racist incidents and report them to the local authority on a regular basis.

We use the online reporting form for any racial or bullying incidents that occur in the school. The reporting of racial incidents is a statutory requirement and completing the online survey throughout the year removes the need for the annual paper survey return:

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

App 1.3 Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality through:

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

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The governing body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as someone who has, '***A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.***'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects

- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

App 1.4 Sexuality

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace.

With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- The provision of goods, facilities and services
- The disposal and management of premises
- Education
- The exercise of public functions

App 1.5 Age

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as employers, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- set a default retirement age of 65. Retirement ages below the default retirement age will need to be objectively justified or changed

- introduce a new right for employee to request working beyond retirement age and a duty on employers to consider that request
- introduce a new requirement on employers to give at least 6 months notice to employees about their intended retirement date
- allow pay and non-pay benefits to continue which depend on length of service requirements of 5 years or less or which recognise and reward loyalty and experience
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

App 1.6 Religion or Belief

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition: 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the following areas:

- The provision of goods, facilities and services
- The disposal and management of premises
- Education
- The exercise of public functions

App 2. Table of legislation – general and specific duties for schools

Equality strand	Legislation		General Duty	Specific duties
ALL	Human Rights Act (1998), Article 14: Rights ... <i>'without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.'</i>			N/A
Gender (sex)	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004		Eliminate discrimination Promote equality of opportunity	Gender equality scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review
Race (Ethnicity)	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000		Eliminate discrimination Promote equality of opportunity Promote good relations	Race equality policy <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review Record incidents & report to LA
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005		Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Disability Equality Scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review • Report annually SEN policy & Accessibility Plan <ul style="list-style-type: none"> • Report annually
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81	Employ - ment & provision of goods & services including Education	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment – including harassment 	None
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006		Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment – including harassment 	None
Age	Employment Equality (Age) Regulations 2006	Employ - ment only	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • victimization • instructions to discriminate • harassment 	None

App 3. Links to other policies, procedures & practices

Accessibility Plan: Duties under Part 5A of the Disability Discrimination Act (DDA) 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality. Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils

Anti-Bullying: The DCSF definition of bullying (contained in the 2007 Safe to Learn guidance) has been accepted by the LA and this school: *"behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally"*

Kent policies, guidance and other important information relating to bullying:

<http://www.kenttrustweb.org.uk/Children/bullying.cfm>

The Kent model anti bullying policy for schools can be found at:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/model_antibullying_policy_1008.doc

The link to the specific guidance on producing a school race equality policy and action plan

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Race_Equality_in_Schools_0308.doc

The link to the specific guidance relating to managing racist incidents is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Managing_Racial_Incidents_Policy_0308.doc

The link to specific guidance relating to homophobic bullying is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Sexuality/Good_Practice_for_all_schools_on_tackling_homophobic_bullying.doc

Community cohesion policy: The school has a duty to promote and enhance community cohesion (Education and Inspections Act 2006). Ofsted inspections include a judgement on this under Leadership and Management, where inspectors evaluate the school's understanding of its community in local, national and global contexts, the schools planned actions and evaluation of impact, and the extent to which the school's actions have positive impact on community cohesion.

There are 3 areas where schools are expected to contribute to community cohesion. These are 1) Teaching, learning and the curriculum, 2) Equity and excellence and 3) Engagement and extended services. There are clear links with various equality strands. Ethnicity is considered a priority area in which a school's effective promotion of equality and tackling of discrimination can enhance community cohesion but there are also links with the other equality strands.

http://www.kenttrustweb.org.uk/ask/ask8/ask8_whole_school_com_cohesion.cfm

Job descriptions: Job descriptions are reviewed with all members of staff annually as part of their performance management review.

Kent Children and Young People's Plan 2008-2011: This SES is in line with the Kent CYPP with specific relevance to Priority 5 – Supporting vulnerable children improve their life chances, including improving the achievement and quality of life for young carers by implementing the Kent Young Carer Strategy outcomes 5A, 5B, 5C and 5D.

Health and Safety: When undertaking risk assessments for any school or extended school activity we will relate these to the principles of our Single Equality Scheme to ensure that we consider the reasonable adjustments that can be expected in order to facilitate inclusive risk assessment.

Child Protection Policy: The school's child protection policy has been developed in accordance with the principles established by the Children Act 1989, Sections 175 and 176 Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children. The Governors and staff of Wingham Primary School take seriously their responsibility to promote the welfare and safeguard all the children and young people entrusted to their care.

Inclusion Policy: There is a direct link between our Single Equality Scheme and our Inclusion Policy. The aims of our Inclusion Policy are:

- to identify all children who need special consideration to support their physical, social, emotional or intellectual development
- ensure these children are given appropriate support to allow them full access to the curriculum and extended school activities in a positive framework
- ensure that these children are fully integrated into all activities of the school
- involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

School Uniform: We encourage all parents to discuss any adjustments that may need to be made to our school uniform expectations in order for their child's needs to be accommodated.

App 4. List of organisations and contact details

Community cohesion guidance: www.teachernet.gov.uk/wholeschool/communitycohesion.

DCSF SES 2009-2010 Update : <http://www.dcsf.gov.uk/des/docs/SES%20UPDATE%202009-10.pdf>

DDA information: www.dotheduty.org

Equalities and Human Rights Commission: <http://www.equalityhumanrights.com/>

Government Equalities Office: <http://www.equalities.gov.uk/>

Inclusion and Achievement Advisers: http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_contact.cfm

Religion, spirituality, faiths and beliefs in Kent : http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

Kent customer equalities impact assessment:

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/impact_assessment_tool.doc

Kent equalities information documents: http://www.kenttrustweb.org.uk/Policy/eq_keydocs.cfm

KCC Equality Strategy 2007 – 2010: <http://www.kent.gov.uk/publications/council-and-democracy/equality-strategy.htm>

Looked After Children and Young People: <http://www.teachernet.gov.uk/management/governors/lookedafterlearners/>

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/ig00029/>

Ofsted Inspection documents relating to equalities:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

Racial and bullying Incidents on-line reporting Form - direct

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

Racial and bullying incidents on-line reporting form – via kenttrustweb:

<http://kenttrustweb.org.uk/Finance-Assessment/datacollection.cfm>

School Guidance: www.teachernet.gov.uk/wholeschool/equality/

Appendix 5. Impact Assessment

Assess the potential impact that this policy could have on different equality targets groups, giving reasons for each: The potential impact could be neutral, positive or negative. If you have assessed that there could be potential negative impact for any of the target groups you will also need to assess whether the potential negative impact is high, medium or low.

	Neutral	Positive	Negative, please indicate whether this is high, medium or low
Race, include race, colour, nationality, ethnicity and national origins	The policy ensures that intervention would take place if particular groups were underachieving in our school. there is a particular emphasis on gender, poverty, looked after children and children whose first language is not English		
Gender			
Disability			
Age			
Sexual orientation			
Religion or belief - religious /faith groups			

NB if you assessed that any of the specific groups are likely to experience a high negative impact you must conduct a full equality impact assessment for that group.