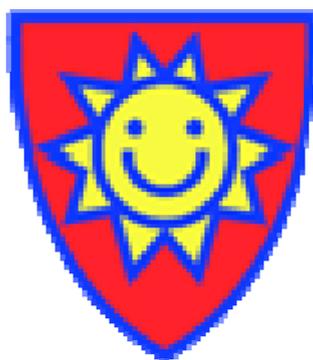


# ENDERBY ROAD INFANT SCHOOL

## Single Equality Scheme 2012



If you have any comments about our Scheme please contact the Headteacher 01724 861571

"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.

The *Governors and staff of Enderby Road Infant School.*  
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.

## **1. What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2011 to 2014**. It integrates our statutory duties in relation to race, disability, gender and promoting community cohesion. 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 (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

## **2. 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**

The school follows the Guidelines from North Lincolnshire Authority procedures for recording and reporting all racist incidents. All staff know, understand and support this procedure, reporting all incidents to the Head teacher / Senior Leadership Team for immediate investigation. The Head Teacher and the SLT record all incidents and follow each incident rigorously, involving both families and pursuing them to a satisfactory outcome. Both the Governing body and the local authority are informed of all incidents and their outcomes. Pupils are taught to recognise and value diversity and to understand that racist behaviour can never be tolerated.

## **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 which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. 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 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. North Lincs. Council (the employing body of Enderby Road Infant School) considers that this has been addressed through the implementation of 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 re-assignment and will provide a supportive environment within its school community.

### **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.

### **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.

### **3. Our school values and visions**

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

- We strive to make the best possible provision for all pupils, 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. We adopt the view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." 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 equalities are 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, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

#### **4. Collecting and analysing equality information for pupils at Enderby Road Infant School**

Enderby Road Infant 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 collect and analyse the following equality information for our pupils/students:

- Attainment levels
- Attendance levels
- Exclusions/ inclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips/lunchtime clubs )
- Complaints of bullying and harassment
- Participation in School Council
- Parental involvement
- Nurture Group data
- Inclusion in the following groups EAL, FSM , gender

We have identified the following issues from this information-gathering exercise:

- Some data currently collected is not separated into race, disability and gender
- XXX

#### **5. Collecting and analysing equality information for employment and governance at Enderby Road Infant School**

Enderby Road Infant School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Enderby Road Infant School also 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 local population.

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

**Information Gathering (Staff and governors)**

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

We have been mindful of the Laws relating to Confidentiality when devising this plan and action plan. Although there is a statutory duty to share information about the school's single equality scheme we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals

In respect of the Freedom of Information Act 2000 and Data protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the schools staff and a synopsis passed to the working party

We have identified the following issues from this information-gathering exercise:

- Staff data is not currently separated into race and gender
- Governing body profile is not currently collected

**6. Consultation and involving people**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of all groups but potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Contact with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Involvement within local community activities
- Focus groups for parents/carers and staff

All groups and individuals consulted have expressed only positive views about equality within the school community. As a school that has always responded to the individual circumstances, needs and beliefs of its families and their children, we have been pro active in identifying issues from

collected and analysed data. The school is also committed to raising the awareness of all its families to a better understanding of the Equalities agenda.

Key points include:

- ❖ Greater separation of collected data.
- ❖ Greater raising of awareness amongst the school community of the Equalities agenda.

## **7. What we have achieved so far**

### **Race equality**

Racist incidents are extremely infrequent, addressed promptly and in an age-appropriate manner

### **Disability equality**

We have improved access to all school areas to cater for disabled pupils, parents and any other people who may use the premises

### **Gender equality**

People of all genders are treated equally

### **Community Cohesion.**

The school actively encourages and values the involvement of all members of the school and wider community. Grandparents are included in any events that we have in school. We encourage community projects with the elderly, and seek out further opportunities. We share Harvest produce with the local community through deliveries and through the Scunthorpe Food Bank. We foster links with our PCSOs, inviting them in to support school events, and become familiar faces to the children.

## **8. Equality impact assessments**

We undertake equality impact 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 make sure equity of service to all.

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

## **9. Other School Policies**

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

- School Improvement plan

- Inclusion Policy
- Accessibility Policy and Action Plan
- Whistleblowing Policy

## **10. Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Head Teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Head teacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our 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, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **11. Commissioning and Procurement**

Enderby Road Infant School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

## **12. Publicising our scheme**

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways

- Parent newsletters
- Website
- Staff and pupil induction
- On display in staffroom

- On display in school entrance

### **13. Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and action taken and achievements.
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebration of achievements in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

### **14. Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

**This policy is due for review in January, 2014.**

