

Equality Scheme

Jan 2012 – Jan 2015

Jan 2018 annotation

Introduction

Gorse Hill Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On **1st October 2010, the Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act – e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduces a **single equality duty** on public bodies which will be extended to include all of the following protected strands:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

This combined equality duty came into effect in April 2011 and has three main elements. In carrying out our function, Gorse Hill Primary School is required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act
- 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

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The Act introduces **specific duties** which are designed to help public authorities to meet their combined duty obligations.

- Collect analyse and publish information about their progress in achieving the 3 aims of the legislation (by Dec 2011)
- 6th April 2012: Decide on certain specific and measurable objectives that they will pursue over the coming years to achieve here aims and publish these objectives (outcome focused objectives) then at yearly intervals
- Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties.

This Equality Scheme will help us to achieve our aims and give us a framework for action.

Vision and Values: Gorse Hill Primary School's Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender, background. Inclusion is central to our ethos and practices.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as a funding council, policy maker and employer.

We want to develop a more demonstrably fair and supportive environment for our staff. We promote diversity and equality in employment at Gorse Hill Primary School. We aim to have a diverse and well motivated workforce where all colleagues are treated fairly and with respect.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Responsibility for the Equality Scheme

This Equality Scheme is managed by our Governing Body and School Leadership Team, with input from across the school community.

The Governing Body are responsible for:

- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed.

The School Improvement Committee have delegated responsibility in relation to Equality and will:

- Monitor the school's work in meeting the requirements of the Equality Act 2010
- Monitor pupil exclusions and ensure that appropriate reporting is made to the LA

- Monitor racist incidents and ensure that appropriate reporting is made to the LA
- Monitor bullying incidents and ensure that these issues are being addressed

The Headteacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure Equality Scheme is accessible;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- promoting a culture of zero tolerance to harassment and discrimination
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- dealing with reports of hate-incidents

All staff are responsible for:

- dealing with discrimination;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Reviewing and revising the scheme

The scheme will be reviewed regularly, and by Jan 2015 at the latest. Any such review will be informed by the information gathered and the impact assessments. The widest possible level of consultation and involvement by disabled pupils, staff and parents will be sought.

Single Equality Action Plan 2012 – 2015

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
To maintain the high levels of respect and equality within the school To develop a whole school Inclusion Policy to reflect our "Total Inclusion" approach and beliefs	School to be discrimination free Zero Tolerance to discrimination All forms of discrimination challenged Inclusion Policy in place reflecting practice. All Policies regularly reviewed	Whole school	On-going	
To develop and maintain new school website	Website reflects diverse community Is accessible to stakeholders	Primary Website	Website update completed September 2015 Class blogs now in use. New google calendar added to website September 2016.	Cost of website development Time Staff/pupil input
To review and amend all Admissions procedures to ensure inclusive and equal practices are integral	Admissions Team Set up Streamlined admissions processes and practices Flow Charts developed for each stage of Admissions Admissions Meetings introduced with all new	Team:	Half Termly meetings Adoption of Trafford Admissions Policy- refer to governing body minutes. New Nursery admissions policy Sept 2017 to reflect 30 hours free nursery places.	Time

	arrivals prior to starting school			
To achieve the Dyslexia Quality Mark	Greater knowledge and understanding of Dyslexia Pupils with Dyslexic tendencies and/or diagnosed with Dyslexia are supported fully	SENCo LD- Cluster Lead	July 2015 Achieved Dyslexia Quality Mark in July 2016	
Through our curriculum and extension activities, challenge stereotypes	Zero tolerance to sex stereotyping and gender discrimination		On-going Adoption of Focus Learning Challenge Curriculum- September 2013 New SRE policy and SOW. Developed in consultation with staff, parents and governors- November 2017	
Through our policies and curriculum, challenge homophobic behaviours and create a tolerant attitude to differences- celebrate difference/identity	Achieve Rainbow Flag Award Linking Schools Programme	RT/ER/CCo CS	January 2019	Staff training- release, staff meeting time Use of credits against Proud Trust training Resource implications- books Cost of Linking Schools - £600 per class per year.

- Evacuation routes in every room, colour coded
- School map – colour coded
- Communication Friendly School strategies introduced

- Liaison with SENAS re furniture for pupil with mobility/growth conditions – making reasonable adjustments
- Visual Timetables in every classroom
- Guidance for teaching staff on Inclusive Strategies
- Setting up Enabling Environments

(i) Improvements in access to the curriculum

Action	By Whom	Start	Finish	Evidence of completion
Ensure ICT appropriate for pupils with disabilities. <ul style="list-style-type: none"> ▪ Involve pupils in review of software. ▪ Prioritise new software to purchase. 	ICT Coordinator ICT Technical Manager and Assistant Headteacher: Pupil Support Teaching staff and TAs	1 Jan 2012	31 Dec 2014 Clicker 7 software purchased. Installed on home laptops for pupils who use this in school to support the writing process. Staff training and follow up training/support by SENAS	Pupils accessing ICT equipment/resources and/or alternative provision found.
Create effective learning environments for all utilising feedback from pupil groups. Ensure all classrooms and resources are organised in accordance with pupil need.	Teaching staff Headteacher	1 Jan 2012	31 Dec 2014 Achieved Dyslexia School Mark July 2016- classroom environment ensures accessibility e.g. cream paper for displaying on, coloured personal write on/wipe off boards, make and break spelling areas	Lesson and classroom observations. Departmental meeting minutes, notes. Completed checklists with feedback – and action as a result.

			etc. Communication Friendly environment in EYFS- September 2013	
To audit buildings annually to identify physical barriers to access and develop a prioritised programme of works to make sure that those barriers are removed	Physical barriers to access are removed	Buildings and Finance Committee – Governing Body Site Managers Health and Safety Deputy Head:	Annually School's Asset Management September 2015 identifies priority areas- new 5 year building action plan developed as a consequence.	Audit Forms Programme of Work 5 Year Buildings Priority Plan

(ii) Physical improvements to increase access to education and associated services

Action	By Whom	Start	Finish	Evidence of completion
Staff training Site Manager and Cleaning Staff training/Health and Safety link	Headteacher Teaching staff Site Managers (JT/BT)	1 Jan 2012	31 Dec 2014 Manual handling training May 2017	Training Records Annual Health and Safety Audit (HS10)

(iii) Improvements in the provision of information in a range of formats for disabled pupils

Action	By Whom	Start	Finish	Evidence of completion
To ensure that our School website is	Peter Donaghy (Website Manager)	On-going	On-going Website follows DDA	

accessible			guidance –September 2015	
Identification of a range of communication strategies - written, audio, Braille, translation etc and IDP: SLCN strategies implemented across whole school	Assistant Headteacher: Pupil Support and teacher with LA guidance and support (e.g. Sensory impairment Service)	On-going	On-going Staff training: September 2014- IDP	Appropriate materials available for pupils

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