

Shirehampton Primary School

SINGLE EQUALITY SCHEME

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles that ‘no child is left behind’.

National and Legal Context for Diversity

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote quality of opportunity
- Promote good relations between people of different racial groups.

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

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more favourable than other people

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

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

- Eliminate unlawful discrimination and harassment and
- Promote quality of opportunity between men and women

Schools also have specific duties under these three promotional duties, which are explained in Appendix A. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty. Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or 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. Appendix A provides further details of the requirements of equality legislation.

School Context

Bristol is a large and diverse city with nearly 450,000 residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2011 Census shows that over the last decade Bristol has become increasingly diverse. The proportion of the population who are not ‘White British’ has increased from 12% to 22% of the total population. The proportion of people living in Bristol who were not born in the UK has increased from 8% to 15% of the total population. In Bristol, there are now at least 45 religions, at least 187 countries of birth represented and at least 91 main languages spoken by people living in Bristol.

In 2008, 7.1% of school pupils were from ethnic communities. Approximately 15% of the population have declared a disability. For 2007/08 there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

Our School

The school is large, almost twice the average for primary schools and situated on the outskirts of the City of Bristol. The number on roll, in the region of 500, fluctuates slightly with mobility (typically families being re-housed by the LA), but has remained broadly stable for some years. The pupils are organised into 16 classes, all of them single-age. It is the largest primary school in the area, has a good

local reputation, and a number of children have parents, grandparents and extended family members who attended the school, reflecting the strong local community.

The social and economic backgrounds of the children are mixed but relatively disadvantaged overall. RAISEonline shows a deprivation indicator of 0.29, which is above the national average of 0.21. A significant minority of families have limited aspirations and are reluctant to become involved in their children's learning. The number of children eligible and claiming pupil premium is 33% which is above the national average (25.2%) and third highest against the Bristol average and we know that there are more families who are eligible but choose not to claim for a variety of reasons.

Our catchment area includes children from all four local villages: Shirehampton, Avonmouth, Lawrence Weston and Sea Mills all of which are included in the ward of Avonmouth; one of the most deprived wards in the City of Bristol and nationally. The Avonmouth Ward has one of the highest NEET rates in Bristol due to low aspirations, lack of role models and limited exposure to alternative work, lifestyle and leisure opportunities, and is one of the most deprived wards in the country. The area we serve has many social ills, notably domestic abuse; there is no doubt that some of our children are aware of crime and drug use on a daily basis.

Almost all pupils (81.5%) are from White British families. The remainder are mainly from other White, mixed ethnic, Black and Asian British backgrounds. Within this small group a wider range of nationalities are represented. Several pupils (10.6%) and their parents speak English as an additional language.

According to internal identification approximately 10-15% of our pupils are recognised as most able in core subjects.

There are no children in care. However we have approximately 12 children who are post adoption or under a SGO.

Involvement of staff, pupils and parents

a) Developing our Scheme

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address. In developing our Scheme, we have involved staff, pupils and parents in the following ways:

- Focus groups
- Questionnaires
- Involvement of the school council
- Contact with disabled parents

These activities have involved disabled people, people from different ethnic communities and gender by specific contact and liaison.

We have identified the following priorities as a result of these activities:

- Reserving seats for presentations and concerts
- Reserving places for the children in after school activities

- Ensuring that staff and school office are aware of any communication/language issues.

b) Ongoing development

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice. We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

Strategies to promote inclusion are:

- Parent Council – membership by parents and governor
- Pupil focus groups and School Council
- Use of Pupil Premium to involve families and pupils in specific activities during and after school with a subsidy or free
- Pupil surveys

Information Gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

a) Pupils

We collect the following information:

Admissions, attendance, attainment and progression, awards, rewards and sanctions, take up of extended schools provision, participation in action teams and special groups, complaints, racist incidents and bullying.

We have identified the following priorities from evaluation of this information:

- SEN, EAL and disadvantaged boys pupils attainment and progress rates
- Responding to specific requests for additional clubs and learning to involve more pupils (not just sport)

We will ensure that the information we gather will be used to promote equality by:

- Recording changes to provision required at pupil progress meetings every term
- Undertaking work scrutiny and pupil conferencing to ascertain pupil views with regards to their learning, attainment and achievement
- Coordinating provision for after school clubs

b) Staff

We collect the following information:

Staff recruitment and retention returns annually, performance management reviews, CPD provision and attendance, discipline, grievance and competency, lesson reviews and feedback, cessation of employment.

We have identified the following priorities from evaluation of this information:

- Review the balance of race in employment at all levels across the school.

We will ensure that the information we gather will be used to promote equality by:

- Where the best candidates for a post are representative of any group then the candidate selected will support equality of opportunity by gender, race or disability.

c) Others

We will seek to gather the views regularly of all our parents and will review the feedback to provide specific feedback in these areas:

- Absent parents
- Disabled parents
- Parents with communication barriers through
- Direct liaison by the Headteacher, Admin Manager or Governor

Specific Equality Areas

This section of our Scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

a) Race Equality

What we have already achieved:

- Recording and reporting of all racist incidents
- Appointing staff from other European backgrounds
- Employing bilingual staff who speak languages represented in our school community
- Use of interpretation and translation services
- Regular celebration of diverse cultural achievements and well known people

We want to do more by:

- Ensuring adult role models are reflective of a diverse range of cultures (staff and visitors)
- Enriching the curriculum to incorporate opportunities to learn about different cultures and races.

b) Community Cohesion

What we have already achieved:

- A broad range of cultures studied across the curriculum and age ranges
- Whole school events to celebrate diversity
- Involved in local and community projects and events
- Use of Newsround
- The International Primary Curriculum used to teach some foundation subjects
- Fund raising promotions (led by pupils)

Equality and excellence

- Robust analysis of performance data
- Early intervention for learning and behaviour support

- Provision of wave 3 interventions for social and emotional issues

Engagement and extended services

- Financial support to participate in extended and family learning opportunities
- Parent support groups, training programmes and counselling available for all

We want to do more by:

- Develop a stronger awareness of cultural diversity in the UK
- Develop greater global awareness with school community

c) Disability Equality

What we have already achieved:

Physical environment

- Fully accessible under the Equality Act 2010

Curriculum

- Inclusion of diverse role models as an area of study

Aids & Equipment

- Laptops, Wifi, additional staff, specialist chairs etc

Written information

- Greater use of email and text
- Provision of alternative language format - Polish and Turkish for all correspondence

We want to do more by:

- Promote visits by disabled presenters and adults

d) Gender Equality

What we have already achieved:

- Increased number of male role models on staff body
- Reviewed the curriculum to promote gender friendly writing opportunities

We want to do more by:

- Maintaining a positive gender balance within the staff body
- Ensure promotion opportunities are reflective of the gender balance across the school
- Continue to identify gender performance and curriculum adaptations to achieve equality of opportunity

e) Other Equality Areas

What we have already achieved:

- Following the guidance provided by the government to ensure that relationship and sex advice is sensitively managed and discussed by staff with pupils

- Reviewed the behaviour policy to show that harassment and bullying is not tolerated
- Teach RE across one day to allow for in-depth exploration and discussion
- The Bristol Ideal standard for promoting safe and healthy relationships and being committed to reducing domestic violence
- All staff have undertaken their PSHEE certificate of teaching – results pending

What want to do more by:

- Promote inter faith collective worship

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. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessment process into all new policy development and decision making activities.

We will do this through:

- Planned cycle of reviews of policies by staff and governors
- Termly and annual reviews of progress and attainment for all pupils and vulnerable groups
- Pupil progress meetings

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We will always aim to reschedule consultations and meetings to accommodate the needs of parents where possible.

Putting the Scheme into Practice

Publishing the Scheme, raising awareness

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- Placing it on our website
- Making it available on request

Monitoring and evaluating the Single Equality Scheme and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors. We will inform staff and learners of our progress. This report will be written by the governor responsible for monitoring the school equality duty.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan works alongside our School Improvement Plan, and as such our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

Links with other School Policies

School policies that link with, and have informed this Scheme include:

- ⊗ SEN and Inclusion Policy
- ⊗ Behaviour Policy
- ⊗ Anti-Bullying Policy
- ⊗ Pay Policy

Roles and Responsibilities

The governing body will

- Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The headteacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme and Action Plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.

The senior leadership team will

- Drive forward implementation of the Scheme and Action Plan
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted

- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
 - ✓ Promote equality, inclusion and good community relations
 - ✓ Challenge inappropriate language and behaviour
 - ✓ Tackle bias and stereotyping
 - ✓ Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that students are encouraged to

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to
 - ✓ Promote equality, inclusion and good community relations
 - ✓ Challenge inappropriate language and behaviour
 - ✓ Tackle bias and stereotyping
 - ✓ Work to promote anti-bullying strategies
 - ✓ Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Shirehampton Primary School EQUALITY ACTION PLAN 2016 – 2019

	Priority	Actions	Lead Responsibility	Timescale	Expected Outcomes
Race Equality	<p>Ensure that adult role models are reflective of a range of cultures.</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally.</p>	<p>Through the staff appointment procedures be aware of the need to promote race equality. Invite a range of visitors to school where possible to promote race awareness.</p> <p>Review the curriculum for RE and Citizenship to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures</p>		Ongoing	<p>Where equal outcomes to recruitment procedures are found, consideration to race equality issues will be employed.</p> <p>A range of visitors in school reflective of differing races and cultures.</p> <p>Curriculum map revised.</p> <p>Resources around the school reflect race equality awareness.</p>
Disability Equality	<p>Break down barriers to perceptions of disability</p>	<p>Review the achievements of disabled role models nationally and globally</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p>		Ongoing	<p>In assembly show inclusion and celebration of diversity.</p> <p>A range of visitors with disabilities in school</p>
Gender Equality	<p>Ensure the school promotes gender equality through recruitment procedures where possible</p> <p>Continue to create engaging learning opportunities that promote achievement with boys</p>	<p>Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times.</p> <p>Provision of boy friendly text.</p> <p>Lesson design that responds to learning needs of boys.</p>		Ongoing	<p>A balance of male/female role models evident in staff profile</p> <p>Library with sufficient and appropriate texts</p> <p>Lesson observations demonstrate high engagement for boys</p>

Community Cohesion	<p>Achieve a greater awareness of national community identity.</p> <p>Ensure global community awareness is authentic and reflective of all races</p>	<p>Promote inter faith collective worship</p> <p>Continue to explore and teach a range of faiths through our RE days</p>		Ongoing	Collective worship / assemblies and the planned curriculum represents national and global community learning opportunities
Sexual Orientation	Ensure that Relationship & Sex Education recognises diverse family structures	Ensure all staff respond appropriately to questions raised by children		Ongoing	Pupils recognise that families are made from a range of gender and sexual orientations
Religious Belief	Ensure tolerance of all beliefs are expected by staff and pupils	<p>Pupil behaviour expectations of tolerance towards all differences</p> <p>Continue to monitor any racist incidents for trends and patterns</p>		Ongoing	School ethos is recognised as tolerant and supportive of diversity
Age	Ensure staff profile is representative of all ages	Staff employed are physically and mentally fit for work in the posts for which they are engaged		Ongoing	Employment law adhered to