



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

## Our Christian Values

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

## BURHAM CE PRIMARY SCHOOL

### Single Equality Scheme Policy Statement 2015 - 2018

#### **Mission Statement**

We aim to work as an encouraging and effective team within a Christian, caring environment, founded on the love of God and the love of our fellow human beings. We aim to achieve a standard of excellence appropriate to each individual: enriching, encouraging and equipping each child for their future education.

#### **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 not only 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 poverty and social class.

Our SES draws together the duties under equalities legislation and 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 positive action to meet needs, even if this requires more favourable treatment
- Promote community cohesion
- Narrow the attainment gap

## **1.2 Relevant and Proportionate**

In paying 'due regard' to the legislation and our commitment 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 PPPs. 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.

## **1.3 Participation**

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 and other equalities related groups will be taken into account when we set priorities.

## **1.4 Priorities**

**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 the involvement of disabled pupils, staff and parents and carers
- Challenging race and gender stereotypes
- Tackling bullying of pupils based on gender, disability, sexuality or poverty
- Considering objectives to address the causes of any differences between groups with regard to employment and pay.
- Promoting positive attitudes to belief minorities
- Improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an additional language

## **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) through:

- Raising awareness of all the duties within the whole school community

- Referring to relevant and up-to-date documentation
- 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
- Ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately

### **3. INFORMATION GATHERING**

#### **3.1 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.

#### **3.2 Types of information to be gathered**

The wide range of information gathered to support our planning and action to 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 and how they make choices between subject options
- Sports and activities choices of all groups
- 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

### **4. IMPACT ASSESSMENT**

Impact assessment refers to the review of all current and proposed PPPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PPPs are developed in an increasingly inclusive and equitable way.

The school will report (via the Headteacher's report to governors) on the progress made together with any action plans and the impact of the SES itself on school ethos and practice within the school, in addition to the impact assessments done on the full range of PPPs.

### **5. IMPLEMENTATION**

Any action plans are cross referenced into the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans will show:

- 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 a range of other policies and plans and will be implemented through them and the procedures and practices that relate to them.

## **6. REVIEW**

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

### **Outcomes of our most recent review:**

Review date: .....

**Scheme agreed by Governors:**.....(date)

**Scheme due for review:**.....(date)

**Lead Person:** .....(date)