

SHIRE OAK PRIMARY SCHOOL



SINGLE EQUALITY SCHEME

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VERSION 2

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1 PURPOSE OF THIS SINGLE EQUALITY SCHEME

1.1 THE SINGLE EQUALITY ACT

- a) The Single Equality Act 2010 (SEA 2010) places a number of legal duties on schools. These are mostly the same as the responsibilities to promote equality that schools already had under the legislation which is replaced by the SEA 2010. However, a small number of changes have been introduced. Under the terms of the SEA 2010, schools must produce a Single Equality Scheme to show how they meet their responsibilities under the SEA 2010.

1.2 OUR SINGLE EQUALITY SCHEME

- a) This Single Equality Scheme both demonstrates how we intend to meet our responsibilities under the relevant legislation and how we go further than this as we implement our vision and values.
- b) In keeping with our Vision and Values we want to ensure that this document reflects our inclusive approach and therefore we will be consulting everyone in the Shire Oak community (Pupils, Parents, Staff and our wider stakeholders) about this Scheme.
- c) The SES has links to several other important School policies and documents, including our:
 - Accessibility Plan – which sets out how we ensure that our school is accessible to all
 - Curriculum Policy – which sets out our inclusive approach to delivering our curriculum in such a way as all pupils can reach their full potential and how we promote diversity.
 - Special Educational Needs (SEN) policy – which sets out how we support children with special educational needs.
 - Recruitment Policy – which sets out how we recruit our staff.
 - Training and mentoring policy – which describes how we train and support staff
 - Staff Handbook – which gives important information to all staff on our expectations of them

2 OUR SCHOOL

2.1 SHIRE OAK VALUES: ROOTED IN THE COMMUNITY – GROWING FOR THE FUTURE

2.1.1 *WHAT ARE OUR VALUES?*

- a) Children at Shire Oak enjoy creative teaching and high quality learning.
- b) All our children are encouraged to fulfil their potential in a happy, safe and nurturing environment.
- c) We express our Christian values in a sensitive way while, at the same time, welcoming families of different faiths and beliefs.
- d) Children at Shire Oak recognise their responsibilities towards each other, the local community and the wider world.

2.1.2 *HOW DO WE LIVE OUR VALUES?*

2.1.2.1 Teaching and learning

- a) Our aim is for all children to make the best possible progress through high quality teaching and learning.
- b) We ensure children develop the key skills they will need for later life.
- c) We provide all children with a broad and balanced education that meets their particular needs.
- d) Children and staff are encouraged to be creative in all areas of learning.
- e) The school works closely with parents/carers; we recognise that children are more likely to fulfil their potential when we work together.

2.1.2.2 A happy, safe and nurturing environment

- a) Staff and pupils show mutual respect for each other.
- b) We enjoy a stimulating and purposeful atmosphere in school.
- c) Our school is a happy place; children know that their concerns will be dealt with promptly and effectively.
- d) Children learn to be good friends, to care for each other and work cooperatively.
- e) School provides a safe and secure environment in which children learn to deal with risk appropriately.

2.1.2.3 Social responsibility and behaviour

- a) We expect high standards of behaviour from all members of the school community.
- b) Children develop an understanding of right and wrong.
- c) Children are supported to play an active part in the life of the school.
- d) Children develop the knowledge and skills to make positive life choices.
- e) Through sharing and celebrating their different faiths, children develop an awareness of the role of spirituality in everyday life.

2.1.2.4 The school and the community

- a) Children are encouraged to play an active part in the local community and develop an understanding of their role as global citizens.

- b) The school works closely with partners from our local community to provide a wide range of learning experiences.
- c) We actively promote environmental sustainability in all aspects of school life.

2.2 OUR COMMITMENT TO EQUALITY

- a) We are committed to our values and they will shape everything we do. Our commitment to these means that we take equality seriously. For the purposes of this Single Equality Scheme and the associated action plan we want to promote equality in terms of:
 - Disability;
 - Ethnicity;
 - Gender;
 - Sexual orientation;
 - Religion and belief;
 - Age; and
 - Socio-economic circumstances.
- b) This means that in the ways that we interact with people with these different characteristics we will:
 - Ensure that Shire Oak School is accessible, open and welcoming to pupils, parents and staff regardless of their disability, ethnicity, gender, sexual orientation, religion and beliefs, their age or their socio-economic circumstances.
 - Treat all pupils, staff and people in our wider community with equal respect, recognizing their equal value;
 - Recognise, respect and celebrate diversity;
 - Promote positive attitudes toward individuals with different characteristics;
 - Promote good relations between pupils, staff and people in the wider community coming from different groups or having different characteristics;
 - Work to monitor and reduce inequalities that already exist, especially in relation to educational opportunities and attainment;
 - Ensure that our recruitment, management and development of staff is undertaken in a fair and equitable manner.

2.3 SCHOOL CONTEXT

- a) Shire Oak Primary School is situated at the heart of the Headingley community on a beautiful site tucked away from the hustle and bustle of the high street. We provide an exciting and creative curriculum which helps each child reach their full potential and develop their own talents. Our children are also encouraged to recognise their responsibilities towards each other and to learn respect for the world in which they live.
- b) Shire Oak is a Church of England Voluntary Controlled School. We celebrate our Christian values sensitively and we welcome families of all faiths and beliefs.
- c) Shire Oak is a diverse school community.
 - Pupils, parents/carers and staff at our school: come from a wide range of minority ethnic groups
 - Children and families come from a number of different countries of origin
 - A significant and growing number of children have a first language that is not English (over 20% in 2011)

- Children and families come from a variety of socio-economic backgrounds with more than a quarter eligible for Free School Meals
- There is quite high mobility of children into and out of the school with a significant number of children arriving after the beginning of the school year.
- d)** Children at Shire Oak enjoy coming to our school and despite coming from a wide geographical area have a high rate of attendance (95% in 2010-11)
- e)** Shire Oak has a range of significant partnerships in the local, wider and even global community:
 - St Michael's Church
 - Whyte Young Green
 - Wheatfields Hospice
 - Leeds Rhinos
 - Yorkshire Cricket Club
 - Lawnswood High School
 - School in Sri Lanka
- f)** Shire Oak also has a number of external accreditations:
 - Stephen Lawrence Award
 - Sustainable School
 - Healthy Schools
 - International Schools Award
 - Leeds Inclusion Chartermark
 - Eco Schools Award
 - Participant in Forest Schools Initiative.

3 IMPLEMENTING OUR VISION FOR EQUALITY AND DIVERSITY

3.1 EMPLOYER DUTIES

- a) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- b) When appointing staff and allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures we will ensure that decisions are free from discrimination on the basis of gender, race, disability, sexual orientation, gender re-assignment, faith or religion.
- c) Actions to ensure this commitment is met include:
 - Monitoring recruitment and retention including bullying and harassment of staff;
 - Continued professional development opportunities for all staff;
 - Senior Leadership Team support to ensure equality of opportunity for all.

3.2 ACTION PLANS

- a) We recognise that the actions resulting from a policy are what make a difference.
- b) Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the values and commitment to equality set out above in Section 2.
- c) Our current action plan is set out in our Single Equality Scheme Action Plan in Appendix One. This will cover the following areas, which map into our Governing Body Committee structure.
 - i. Teaching and learning, including
 - Pupils achievement, attainment and progress;
 - Teaching and learning strategies, including subject specific leadership and development.
 - ii. Resources
 - Staff recruitment, development and management;
 - Health, safety and well being of staff;
 - Accessibility of the school estate;
 - Deployment of resources in school.
 - iii. Pupils, Parents and Partnerships
 - Care, guidance and support;
 - Admissions;
 - Attendance;
 - Inclusion policy and Special Educational Needs;
 - Behaviour, discipline and exclusions;
 - Working in partnership with parents, carers and guardians;
 - Working with the wider community;
 - Participation of groups in wider school activities.
- d) The relevant committee will be responsible for tracking the achievement of the School Single Equality Scheme Action Plan.

3.3 ADDRESSING PREJUDICE AND BULLYING

- a) The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices related to disability and special educational needs

- prejudices related to racism and xenophobia
 - prejudices relating to religious belief
 - prejudices related to sexism and homophobia.
- b) There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- c) We take seriously our obligation to report regularly to the Governing Body and local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

3.4 ROLES AND RESPONSIBILITIES

- a) The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
- b) The Inclusion Governor has a watching brief regarding the implementation of this policy.
- c) The Head Teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- d) The Deputy Head Teacher has an important role to play in relation to monitoring pupil progress, making decisions relating to intervention and additional support for pupils and regularly reporting on the relative achievements of different groups of children.
- e) All staff are expected to:
- promote an inclusive and collaborative ethos throughout the school;
 - challenge and deal with any prejudice-related incidents that may occur;
 - use the curriculum to challenge bias and prejudice;
 - support pupils for whom English is an additional language;
 - keep up-to-date with equalities legislation relevant to their work; and
 - ensuring that pupils have the opportunity to have their voices heard with regards to equality issues.

3.5 AWARENESS AND RESOURCES

- a) We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.
- b) All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

3.6 RELIGIOUS OBSERVANCE

- a) We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

3.7 BREACHES OF THE POLICY

- a) Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, by reporting to the Deputy Head Teacher or Head Teacher. The Head Teacher will then inform the governing body at the next Full Governing Body meeting or earlier as appropriate.

3.8 MONITORING AND EVALUATION

- a) We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- b) In particular we collect, analyse and use data in relation to pupil achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture,

- language, religious affiliation, national origin, socio-economic circumstances, gender and age. We do this to ensure we are complying with our values and our approach to equality.
- c) To review good practice we make use of a range of auditing schedules.

3.9 CONSULTATION AND INVOLVEMENT

1. It is a requirement that the development of this plan and the actions within it have been informed by the input of Governors, staff, pupils and parents and carers. We have/will have done this by:
 - Discussing a draft of the scheme and action plan at a meeting of Full Governing Body in July 2011 and in sub-committees in Autumn 2011.
 - Discussing it with staff at a staff meeting
 - A consultation session with the School Council and then subsequent assemblies on the theme of a welcoming and diverse school
 - Sending home a summary of the draft scheme to parents/carers inviting comments and providing an opportunity to meet with governors to discuss at a school event in autumn 2011.
2. The scheme and Annual Action Plans also need to be informed by feedback from staff, pupils, parents and carers on an ongoing basis:
 - Feedback from the annual staff, pupil and parent surveys, parents' evening and other informal feedback.
 - Feedback from the school council and PSHE lessons.
 - Issues raised from the regular monitoring of inclusion and pupil attainment.
 - Feedback at Governing body meetings.

APPENDIX ONE: SINGLE EQUALITY SCHEME ACTION PLAN

Theme	Risk/Issue	Actions to be taken	Who is responsible	When will it be complete
Teaching and Learning				
Pupils' achievement, attainment and progress;	Particular groups of pupils progress less well than others and this reinforces wider social inequalities.	Ongoing monitoring of pupil attainment and progress, including by different equalities groups, where possible.	Deputy Head Teacher and Inclusion Governor, reporting to T&L Cttee and FGB.	Ongoing.
Teaching and learning strategies, including subject specific leadership and development.	Some groups of pupils may not have their needs met.	Ongoing monitoring of pupil attainment and progress, including by different equalities groups, where possible.	Deputy Head Teacher and Inclusion Governor, reporting to T&L Cttee and FGB.	Ongoing
		Monitoring and oversight of teaching and learning strategies and curriculum development.	Deputy Head Teacher and T&L Cttee.	Ongoing
Resources				
Staff recruitment, development and deployment/management	That recruitment, performance management and development policies do not treat people fairly (according to the approach set out in Section 3.1).	Recruitment and development policies to be consistent with this Scheme That staff deployment patterns recognize the	Head Teacher and Resources Cttee	Ongoing

		Monitoring of staffing in the annual updates to this scheme.		
Health, safety and well being of staff.	The working and learning environment is not safe or contributes to ill-health for staff or pupils	That the Accessibility Plan is consistent with this Scheme	Resources Cttee	Ongoing – As per review requirements
Accessibility of the school estate.	That the school estate is disabling for either staff or pupils	Accessibility Plan is consistent with this Scheme Parental and Pupil Surveys include questions about the accessibility of the estate and action plans respond to these	Resources Cttee	Ongoing – annual cycle
Deployment of resources in school.	That the deployment of staff, financial or material resources is discriminatory to staff or pupils	Equality issues are taken into account when considering deployment of resources. Curriculum policy is consistent with this Scheme.	Resources Cttee SLT T&L Cttee	Ongoing
Pupils, Parents and Partnerships				
Care, guidance and support;	Care, guidance and support policies or practice are not consistent with the approach to equalities set out in this Scheme	The following policies need to be consistent with this scheme: Care and Control	PPP Ctee	Ongoing – annual cycle of policy review

Attendance	That some groups of children suffer from lower attendance, exacerbating inequalities	Attendance is monitored from an equalities basis, where data is available to support this as part of the termly Inclusion Monitoring Report	PPP Cttee/Inclusion Governor/SENCo	Termly
Special Educational Needs	That Special Educational Needs are not given appropriate emphasis in the running of the school	Termly Inclusion Monitoring Report	PPP Cttee/Inclusion Governor/SENCo	Termly
Behaviour, discipline and exclusions;	That some groups of children are more likely to be the subject of behavior management and discipline, including exclusion.	All exclusions to be fully explained to the FGB Behaviour management/Discipline is reported to the PPP Cttee on a regular basis	FGB PPP Cttee	Termly
Working in partnership with parents, carers and guardians;	Parents, carers and guardians do not feel sufficiently included in the education of their children, disadvantaging some children and reinforcing wider inequalities	PPP Cttee monitors this through annual Parents Survey	PPP Cttee	Annual monitoring
Working with the wider community	The school does not promote community cohesion through its partnerships and community activities	Community Cohesion action plan is consistent with the SES	PPP Cttee	
Participation of groups in wider school activities.	That some groups of children do not benefit from wider school activities such as school trips and after school activities	The school's "Opportunities Fund" access to wider school activities for all children After school activities are designed to promote an inclusive agenda	PPP Cttee PPP Cttee	

		To ensure that After School Club (Kidzone) is accessible	Annual ASC Parents survey and Parents Survey	
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APPENDIX TWO: EQUALITY IMPACT ASSESSMENTS

Key to this process for our school is the implementation of Equality Impact Assessments (EQUIAs)

We use this tool as a common sense measure for determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

The overall purpose of Equality Impact Assessments is to answer the following questions about any policy, practice or project:

- Who benefits?
- Who doesn't benefit and why not?
- Who should be expected to benefit and why don't they?

THE EQUALITY IMPACT ASSESSMENT PROCESS

All new policies, practice or projects or those that are presented for review will be subject to an Equality Impact Assessment. This process will be carried out as part of the discussion/development of the policy, practice or project and will be recorded and added as an appendix to the relevant document. The process of Equality Impact Assessment (EIA) will consist of asking the following questions:

1. What are the aims of the policy, practice or project, how do these relate to equality and are there ways they could better promote equality?
2. What aspects of the policy, practice or project are particularly relevant to equality?
3. Which of the general duties and which of the protected groups is the policy, practice or project relevant to?
4. What evidence is already available which will help in the development of both the policy, practice or project and the EIA?
5. What are the data and research gaps that need to be filled?
6. Which communities and groups will need to be involved in the development of the policy, practice or project?

The outcome of an equality impact assessment of a policy, practice or project will be one of the following:

- No major change
- Adjust the policy, practice or project to ensure consistency with the principles of the SES
- Continue the policy despite potential for adverse impact or missed opportunities to promote equality. (NB There would have to be a very strong justification for adopting this course of action.)
- Stop and remove the policy, practice or project.

APPENDIX THREE: EQUALITY MONITORING OF STAFF AND PUPILS

PUPILS

Equality Category	No of Pupils
Total	
Boys	
Girls	
White British / Irish Pupils	
Black/Black British Pupils	
Asian/Asian British Pupils	
Chinese/Chinese British Pupils	
Other	
NB Monitoring of sub-categories as appropriate	
Disabled Pupils*	
Pupils with Special Educational Needs	
Pupils eligible for Free School Meals	
Looked After Children	
Pupils for whom English is an Additional Language	
Gypsy/Traveller Children	
Refugee/Asylum Seeker Children	

STAFF

Equality Category	No of Pupils
Total	
Men	
Women	
White British Staff	
Black/Black British Staff	
Asian/Asian British Pupils	
Chinese/Chinese British Pupils	
Other	
Disabled Staff*	
Gypsy/Traveller Staff	
Refugee/Asylum Seeker Staff	

* - Disability means when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are disabilities, regardless of their effect.