

# Ings Primary School



*active minds, active bodies, active souls*

## **Single Equality Scheme**

Policy prepared by	Sharon Chadburn
Policy adopted by Governing Body	Autumn 2021
Date for policy renewal	Autumn 2024
Date on website	October 2021

Mission Statement  
**An Active 3-D Education**  
*active minds, active bodies, active souls*

At Ings Primary School we believe that a child's early education is formative and enduring. The lessons we teach give the knowledge, skills, beliefs and attitudes that inform future choices and life's direction. They enable children to begin to discover who they are and what their place in a rapidly changing world might be. Our work is to provide children with a caring and safe environment in which to discover the adventure that is life.

We make it our mission to enable children to be successful and active participants in their own future, active participants in the futures of their friends, families and local community and active participants in the future of the world that they will inherit from us.

We make it our mission to enable children to be active participants by delivering a "3-D Education". We believe that such an education will lead to the highest possible academic standards and provide relevant opportunities to learn that will increase the life chances of all our pupils.

First Dimension: Active and healthy minds. We will promote the development of an intellectual ability, giving opportunities to be inquisitive, enquiring, enterprising, reasoning and ambitious.

Second Dimension: Active and healthy bodies. We will promote the development of physical ability, giving opportunities to take part in sport, competition, growing activities, cooking and making things.

Third Dimension: Active and healthy souls. We will promote the development of the soul's aesthetic ability, giving opportunities for each child to engage in the arts, culture, democracy and to develop a deep understanding of being a citizen of the UK and the world.

We will deliver our mission by teaching the Statutory Framework for the Early Years Foundation Stage and the National Curriculum as our core curriculum, and we will augment it with the four strands of the Open Futures approach;

Ask It – philosophical enquiry

Grow It – growing healthy food and a healthy natural environment

Cook It – creating healthy and nutritious meals

Film It – communicating in a digital age

## **Rationale:**

*At Ings Primary School we are committed to ensuring equality of education and opportunity for all children, staff, parents irrespective of race, gender, disability, religion and belief or socio-economic background.*

*At Ings Primary School we aim to provide equality and excellence for all in order to promote and achieve the highest possible standards. Equality means treating everyone with equal dignity and worth regardless of particular characteristics such as age, gender ethnicity, religion or belief.*

*At Ings Primary School we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. At Ings Primary School we will comply with relevant legislation and implement school plans and action plans in respect to race equality, disability equality and gender equality.*

## **Aims and Objectives**

- *To fulfil equality duties*
- *To eliminate unlawful discrimination and harassment*
- *To promote equality of opportunity*
- *Promote good relations and positive attitudes between people of different diverse backgrounds*

Meeting the duties will mean that all our actions will embody our school's key principles and values, which include:

- *Providing a safe, secure, caring and happy school environment*
- *Ensuring high standards of teaching and learning which leads to high achievement which allows pupils to reach their full potential*
- *Encouraging and supporting children to become motivated, confident and independent learners.*
- *Have respect for others and demonstrate positive relationships at all times*
- *Develop and strengthen links between home, school and the wider community*
- *Promote and support lifelong learning amongst the whole school community*

At Ings Primary School 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.

## **What is a Single Equality Scheme?**

The aim of the Ings Primary School Single Equality Scheme is to help ensure that no member of the school community receives less favourable treatment on any ground which cannot be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, where the person lives and spent convictions.

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.

The Single Equality Scheme covers a three-year period from Autumn 2021 until Autumn 2024. It pulls together and integrates the schools statutory duties in relation to race, disability and gender and promotes community cohesion. Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. The Single Equality Scheme 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.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

### Consultation – Single Equality Scheme

At Ings Primary School we felt that it was vital to include the whole school community in the development of the Single Equality Scheme. We strived to involve pupils, staff, governors, parents and carers, and our wider school community in the creation of the Single Equality Scheme and action plan. This ensures that the views of all groups within our school community were represented and fully incorporated in the plan.

The whole school community was involved in the following ways;

- *Discussions at school council and in class*
- *Contact with parent/carers through questionnaires*
- *Staff surveys and discussions*
- *Discussions at governing bodies*
- *Involvement within local community activities*
- *Questionnaires to parents of pupils with disabilities/SEN/EAL*
- *Questionnaires to all staff and governors*

### Community Cohesion

At Ings Primary School an essential part of our work is the provision of a happy, safe, friendly and secure environment to support all our children in their social, emotional, physical, spiritual and intellectual wellbeing.

At Ings Primary School we have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic 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.

At Ings Primary School we celebrate the diversity of life through learning to think for ourselves, learning to make and repair friendships, learning to see and respect other people's point of view and learning to value every member of our school and wider community.

At Ings Primary School to achieve a cohesive community we will need to:

- *Ensure equal opportunities for all by removing barriers to learning and ensuring access for all*
- *Encourage children and their families to feel part of the school and wider community*
- *To provide opportunities for children and families to interact with others from different cultures and backgrounds to support the development of positive relationships*
- *Teach children how to understand others and to value diversity*
- *Understand the needs and aspirations of every member and group in our community*
- *Robustly tackle discrimination*
- *Increase life aspirations and opportunities for all*
- *Ensure that teaching and the curriculum taught at the school explores and addresses the issues of diversity, discrimination and tackling prejudice.*

### **Pupil Attainment and Progress**

Ings Primary School expects the highest standards from children and staff and will continue to challenge all in the community to raise aspirations and reach higher standards of achievement.

Ings Primary School recognises and values all forms of achievement in addition to academic excellence. The school will thoroughly monitor and analyse children's performance by, *ethnicity, gender, disability, SEN*. Where differences are identified this will be addressed through targeted curriculum planning, teaching and support.

### **The Quality of Provision at Ings Primary School**

#### **Teaching and Learning**

At Ings Primary School members of staff will ensure that the school is an inclusive environment in which all children feel able to make contributions that are valued. Teaching will be planned to take account of the different learning styles, past experiences and starting points for all children. Children are regularly consulted about their learning and fully involved in the target setting, planning and support process.

All children will be encouraged to question, discuss and collaborate in problem solving tasks. Staff should encourage children to become independent and support them in taking responsibility for and risks in their learning and behaviour. Ings Primary School believes that pupil self-assessment is a teaching and learning strategy and that we will provide opportunities to take responsibility for their own learning through regular reflection, marking and feedback on their progress.

#### **Curriculum and Enrichment Activities**

Ings Primary School provides an appropriate curriculum for all children regardless of background and will monitor and evaluate its effectiveness through target setting and attainment and progress analysis.

The curriculum is inclusive and is differentiated appropriately to ensure the inclusion of:

- *boys and girls*
- *children with EAL*
- *children from minority ethnic groups*

- *children who have been identified as G&T*
- *children with SEN*
- *children with a disability*
- *children from a deprived or disadvantaged background*
- *children in public care*
- *children who are at risk of disaffection and exclusion*

At Ings Primary School every area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of children and are carefully monitored and analysed to ensure every child's needs are being planned and supported.

At Ings Primary School we use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

At Ings Primary School we collect and analyse the following equality information for our pupils: race, disability and gender. This information about pupils is gathered in the following ways:

- *Attainment levels*
- *Attendance levels*
- *Exclusions permanent and temporary*
- *Attendance at Extended School activities/extra-curricular activities*
- *Complaints of bullying and harassment*
- *Participation in School Council and other school groups*

## **Behaviour**

Ings Primary School expects a high standard of behaviour from all children at all times and adopts positive behaviour management strategies and incentives to encourage children to behave well. All staff understand their responsibility to apply the school's behaviour policy and are expected to demonstrate a high level of respect for each other and children at all times.

At Ings Primary School there are procedures and policies for dealing with and managing the poor behaviour of children that is fair and applied equally to all. Records of behaviour incidents are recorded and monitored to identify any possible equality issues. All staff are expected to operate fair and consistent systems of rewards and sanctions in accordance with this policy.

At Ings Primary School we understand that cultural background, disability or coming from a disadvantaged background may affect behaviour and the child's circumstances will be taken into account when dealing with incidents of unacceptable behaviour.

Ings Primary School does not tolerate bullying or harassment, including racism, harassment related to disability, sexism and homophobia. Incidents that are reported are dealt with promptly, firmly and in line with relevant school policies. Incidents of bullying and racial discrimination are recorded in line with Local Authority procedures and an incident report completed and returned to the Local Authority each term.

Ings Primary School takes all reasonable steps to prevent the exclusion and will only use exclusion as a last resort and after every possible effort and strategy has been used to try and remedy the situation. Ings Primary School will ensure that effective communication results in children, staff and parents are aware of policies and procedures for dealing with bullying and harassment. Children and staff are made aware that language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is unacceptable and will not be tolerated.

## **Attendance**

At Ings Primary School the expectation is that attendance for all children is expected to be in line with the national average of 95.6%. Absence due to illness is monitored and if necessary the EWO is used to support the school in investigating any cause for concern due to absences. In line with DCSF regulations the school records and reports persistence absences to the LA at the allocated time and will monitor patterns of attendance to identify any issues possibly connected to equality issues. Unauthorised absences will be rigorously followed up with the child's parents and every possible support given to vulnerable children and families to ensure attendance is good.

## **Partnership with Children, Parents and the Wider Community**

At Ings Primary School we will endeavour to work in partnership with all parents' by making sure that any information or meetings for parents/carers will be accessible for all. The school operates a genuine open door policy where parents are welcome to speak with the class teachers or Headteacher when they have an issue or concern. Annual reports to parents will be clearly written and teachers will support parents who may struggle to understand the content.

At Ings Primary School parents/carers are fully informed and involved of school-based responses/actions for their child with SEN and will receive regular meetings and copies of all paperwork connected with the support school is providing.

At Ings Primary School parents with a disability or with learning difficulties will be given appropriate support in order to access the school's information. Parents with English as an additional language will be supported in understanding and accessing information from the school in the form of translated letters or by asking members of the community to interpret the content of the information sent out by the school.

## **Leadership and Management**

At Ings Primary School we ensure the school's admission process is fair and equitable to all children, including, the school does not discriminate against any child or parent in the arrangements it makes for determining admissions.

Once a pupil is admitted to the school information with regard to ethnicity, first language, religions, physical needs and special learning needs, dietary and medical needs is asked for on the admissions form. This information will help the school identify and understand any additional needs the child may have and ensure that the necessary support is in place.

Ings Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Ings Primary School 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.

At Ings Primary School we collect and analyse the following profile information for our 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*

The school adheres to Safeguarding Recruitment and selection procedures which will be transparent, fair and equitable. Equality and diversity issues are reflected in the school's employment practices, policies and procedures.

### **Race Equality**

Ings Primary School recognises its duty to:

- *promote equality of opportunity*
- *promote good race relations*
- *eliminate unlawful racial discrimination within our community*

Ings Primary School adopts the definition of a Racist Incident as "any incident which is perceived to be racist by the victim or any other person."

<Insert Name of School will fulfil its statutory obligation to keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents annually to the Local Education Authority. Incidents will be recorded on the schools Racist Incident Record Sheet and reported immediately to the Headteacher or delegates senior member of staff.

At <Insert Name of School racist incidents will be treated as a serious matter which are dealt with swiftly and sensitively ensuring support for the victim at all times. Sanctions for pupils are set out in the school's Behaviour Policy and include the possibility of pupil exclusion in the most serious cases.

### **Disability Equality**

Ings Primary School recognises its to promote disability equality which means that we will 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 peoples' disabilities, even where that involves treating disabled people more favourably than other people.*

### **Accessibility**

Ings Primary School adheres to the disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- *Increase access to the curriculum*
- *Make improvements to the physical environment of the school to increase access;*
- *Make written information accessible to pupils in a range of different ways*

## **Gender Equality**

Ings Primary School takes seriously its duty to promote gender equality means that we must have due regard to:

- *Eliminate unlawful discrimination and harassment and*
- *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.

## **Roles and Responsibilities**

All staff, children, governors, parents/carers at Ings Primary School has a responsibility for promoting equality and inclusion and for avoiding unfair discrimination.

## **Governor Responsibility**

At Ings Primary School Governors are specifically responsible for:

- *Ensuring the school complies with the relevant legislation*
- *Supporting the school in the formulation and development of the Single Equality Scheme.*
- *Ensuring that the Single Equality Scheme and its procedures are followed.*
- *Analysing information provided by the school and asking challenging questions related to equality issues.*

## **Head Teacher**

At Ings Primary School the Head Teacher is specifically responsible for:

- *Ensuring the scheme and its plans are followed by all members of staff.*
- *Ensuring the race, disability and gender equality plans and this scheme are published and accessible. They must also ensure that the scheme is readily available.*
- *Producing information and reports for staff and governors about the plans and how they work including the impact they are having on outcomes for the children.*
- *Ensuring all staff know and understand their responsibilities and receive training and support in carrying these out effectively.*
- *Taking immediate and appropriate action in reported cases of harassment and discrimination, including racist, homophobic bullying and bullying related to gender or disability*
- *Dealing with and monitoring reports of harassment, including racist and bullying incidents and reporting them to the Local Authority.*
- *Monitoring exclusions, attendance and behaviour incidents to identify any equality issues.*
- *Coordinating and monitoring curriculum on an equality basis*
- *Monitoring the progress and attainment of vulnerable children in relation to race, gender, ethnicity and gender and providing appropriate support to ensure equal access.*

## **Members of Staff**

At Ings Primary School all staff at our school has a responsibility for:

- *Dealing with racist, sexist and homophobic incidents fairly and consistently.*
- *Recognising and tackling bias and stereotyping.*
- *Promoting equal opportunities and community relation and avoiding discrimination against anyone for reasons of colour, race, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio economic circumstances*
- *Keeping up to date with the law of discrimination*
- *Attending any relevant training and learning opportunities*

## **School Policies**

At Ings Primary School we have used our existing school policies to inform our Single Equality Scheme. These include:

- *School improvement and development plan*
- *School inclusions and SEN policy*
- *Positive Behaviour Management Policy*
- *Attendance Policy*
- *Accessibility plan*
- *Racist incidence policy*
- *Bullying policy*

## **Publicising and Publishing our Single Equality Scheme**

The scheme is a public document which we wish to make available to any interested stakeholders and will be publicised in the following ways:

- *School website*
- *School newsletter*
- *Staff and pupil induction*
- *Send our scheme to local community and voluntary groups*

## **Annual Review of Progress**

We will review annually the actions we have taken in the development of our Single Equality Scheme and our findings and conclusions to parents and governors. This will include;

- *The results of our information gathering activities for race, disability and gender and what we have done with this information including the impact of any actions.*
- *The outcomes of involvement activities from minority groups.*

- *A summary statement from equality impact assessments undertaken*
- *An update of the progress made against priorities*
- *Celebrating what we have achieved in relation to promoting community cohesion*