

Tavistock Infant School Single Equality Scheme 2014-2017

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For further information, or to request this Scheme in an alternative format, please contact:

The Head Teacher, Mrs J.E. O'Connor

1. Introduction

In order to maintain our agreed school ethos of 'Achieving Happily Together' every member of our school community should feel equally valued and free from discrimination on grounds of race, language, gender, religion, class, life-style, cultural background, age or disability.

We welcome the equality duties on schools, and regard these as essential for achieving the five outcomes of the Every Child Matters framework.

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.

Specifically we aim:

- To teach the children and parents about the United Nations Convention on the Rights of the Child and use this as a basis for developing our community.
- To provide equality and excellence for all in order to promote the highest possible standards of achievement within a Rights respecting community.
- To prepare pupils for a life in a multi-ethnic society.
- To meet the diverse needs of pupils to ensure that an inclusive ethos is maintained.
- To be proactive in tackling and eliminating racial discrimination.
- To ensure that all planning and decision-making promotes equal opportunities and good race relations.
- To meet the needs of children with disabilities for where it is considered that their needs can be met within the resources available to the school.
- To ensure all policy reviews identify opportunities to challenge stereotypes and promote gender equality.
- To ensure that every child is supported and enabled to achieve through the 'Every Child Matters' framework.

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.

2. National and Legal Context for Diversity

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education and Inspections act 2006 to promote community cohesion i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the rights of People with Disabilities and the Human Rights Act 1998.

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

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women.

Schools also have specific duties under these 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

3. School Context

Tavistock serves the community within the District of Hart in North East Hampshire.

The school is a three form entry infant school with 254 pupils on role (Raise online 2013). The pupil admission number is 90. The district of Hart is the least deprived of all the local authorities in England with an Indices of Multiple Deprivation (IMD) of 354 out of 354. Tavistock's IMD rank is 30239 out of 32482 nationally and 407 out of 426 within Hampshire.

The school is a predominantly monocultural school, serving a relatively stable yet mixed community with the majority of children who are socially advantaged and a small number of children who live in relative poverty when compared to their peers. These children live in pockets of deprivation. Parents are mostly very supportive of their child's learning and have high aspirations for their child.

10.2% of children are entitled to free school meals compared to 26.7% nationally.

3.1% of children are supported at school action compared 9.7% nationally.

21.9% of children are from minority ethnic groups compared to 28.7 nationally.

4. 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:

- Discussion at the Parent feedback group
- Questionnaires
- Staff surveys
- Discussion with extended services providers.

These activities have involved disabled people, people from different ethnic communities and gender by:

- Involving a disabled person, and a person from an ethnic community in our discussions.
- using an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured.
- Capturing the views of the full diversity of staff.
- Ensuring that a diversity of people have been involved.

b) Ongoing involvement

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.

- All children take part in class council meetings and their views are brought to the school council meetings by their elected representatives.
- Themes for discussion are based upon Rights Respect and Responsibility which are threads which run throughout our community and provide the basis for discussion about equality issues.
- Children have the opportunity to express their views through anonymous questionnaires.

5. 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 have collected the following information:-

OFSTED 2009 reported that

- Promotion of equal opportunities is excellent, because the school helps all of its pupils to achieve as well as they can.
- The school provides a very nurturing and caring environment where all pupils are valued and encouraged to do their very best.
- The school fully meets requirements for safeguarding pupils.

- Pupils who have additional needs are very well supported in class. Teaching assistants are vigilant in ensuring that these pupils can access the activities provided and make progress at a similar rate to their classmates.
- Pupils make a good contribution to the school community. School councillors have been instrumental in obtaining more playground equipment to keep everyone busy and active outside.
- Work is carefully planned to challenge pupils of all abilities and to help them make rapid progress whatever their starting point.
- Pupils' personal and social education is very well organised, and those pupils who have learning difficulties, or who are gifted and talented, are particularly targeted to make sure they can get the best from their education.

In the 2013 Pupil 'What Do I think?' Survey children reported

- 96.4% enjoyed being at school always or sometimes
- 98.8% said school taught them about their rights, responsibilities and how to respect other people always or sometimes (86.6% always).
- 97.6% said teachers always or sometimes help them to feel safe at school (78.3% always).

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

No specific gaps have been identified that we need to address.

However we will continue to promote the values of a Rights Respecting School and work with parents and children to develop attitudes and behaviours that reflect this commitment.

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

Continuing to collect performance data and parent and child views and continue to embed the evaluation of this data in our Improving Teaching and Learning team meetings and Governor analysis of data within the annual programme.

b) Staff

We collect the following information:-

The results of staff questionnaires.

Data showing the gender of staff appointments.

We have identified the following priorities from evaluation of this information

The appointment of male members of staff would be desirable.

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

Reviewing policies and procedures when necessary.

6. 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

We have systems in place to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups as follows:

- Monitoring the progress and attainment of different ethnic groups through
 - ✓ the termly Raising Standards team meetings.
- The management of behaviour, discipline and exclusions through
 - ✓ ensuring that the Tavistock Care and Control policy is applied consistently to all children within a Rights Respecting culture.

- Pupils' personal development through
 - ✓ ensuring that the PSHE programme of work has opportunities for raising equal opportunities issues, and emphasis is placed on valuing ourselves and each other and includes activities designed to raise self-esteem.
 - ✓ Developing a culture based on "Rights, Responsibilities and Respect" for the whole school community.
- Teaching and learning through
 - ✓ ensuring resources are examined for bias and omissions and reflect a variety of cultural backgrounds,
 - ✓ Displays around school sharing positive images of different ethnic groups.
 - ✓ Ensuring that expectations and stereotypes on grounds of ethnicity are not perpetuated e.g. in the home corner.
 - ✓ Including all children within every aspect of school life as far as possible.
- The content of the Curriculum through -
 - ✓ All children having access to a broad and balanced curriculum
 - ✓ All children having equal access to activities such as cooking, construction, games e.g. football, sewing, using the computer etc;
- Staff recruitment and professional development through
 - ✓ Ensuring that appropriate action is taken to seek staff and Governors from a diversity of backgrounds where possible.
 - ✓ Ensuring necessary training is given to staff on race equality.
- Partnership with parents and committees through
 - ✓ Making every attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible.
 - ✓ Making parents aware of the services available through the Parent Partnership scheme

We want to do more by:

Continuing to work to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups through developing curriculum aspects through our Rights Respecting schools work.

b) Community Cohesion

What we have already achieved:

Teaching, learning and curriculum

The UNICEF level 2 Rights respecting schools report in November 2010 stated the following

- The recent curriculum review, led by the deputy headteacher is impressive and provides many opportunities to develop global citizenship further. The many splendid displays actively promote the United Nations Convention on the Rights of the Child.
- The school promotes the UNCRC within the community through links with other schools and organisations.
- There is an active school council supported by class councils enabling all children to have their say. Their opinions are sought on all matters which affect them and children know they will be taken seriously

Equality and excellence

In 2009 OFSTED reported that the school makes a good contribution to community cohesion. Its ethos of rights, respect and responsibilities has been particularly successful in helping pupils to understand their place in their school and local communities, and to respect the rights of others in global communities.

Engagement and extended services

A Community day held in the school is an excellent example of the school's proactive approach. All children have equal opportunities to attend after school activities and financial support is given through use of Pupil Premium funding to those families who would benefit.

Parents are regularly invited to school events such as Mums and Dads in school days, Singalongs, Sports Days

Local businesses sponsor and attend TAFF events.

Members of the community are invited to take part in celebration assemblies awarding certificates for achievement and talking about their own school experiences.

School has taken part in Fleet Carnival, choirs have sung at Fleet Festivities and school took part in the Benjamin Britten live stream event.

We want to do more by:

Creating more opportunities to engage with the local community outside school rather than just having visitors to school.

Continue to look for opportunities to take part in more local and national initiatives.

To continue to implement the comprehensive curriculum review in order to deepen the children's understanding of multi-racial Britain.

c) Disability Equality

What we have already achieved:

- We meet the needs of children with disabilities where it is considered that their needs can be met within the resources available to the school.
- We ensure that all planning and decision-making promotes equal opportunities to ensure that every child is supported and enabled to achieve through the 'Every Child Matters' framework, including all children within every aspect of school life as far as possible including trips and visits, participation in extended school activities and lunchtime arrangements.
- The content of the Curriculum ensures that all children having access to a broad and balanced curriculum that is differentiated to meet special needs
- We ensure all policy reviews identify opportunities to challenge stereotypes
- We work towards eliminating harassment and follow the guidelines laid down for combating bullying detailed in the school Anti-Bullying policy.
- Promote positive attitudes and encourage participation in the community through our work on Rights Respect and Responsibilities.
- Ensuring that Displays around school sharing positive images of men, women including those who are disabled.
- Providing special facilities for disabled pupils at breaks and lunchtimes when appropriate.
- We ensure that all personal plans include arrangements for evacuation in the case of a health and safety risk.
- Policies on Bullying and Special Educational Needs which are applicable for all members of the school community can be found on the school website and in the prospectus. These policies should be read alongside this scheme.

We want to do more by:

- Car parking for disabled staff and visitors.

d) Gender Equality

What we have already achieved:

- Developed a culture based on "Rights, Responsibilities and Respect" for the whole school community.

- Ensuring expectations are equally high for boys and girls and for all children through the regular monitoring of achievement in the raising standard and improving teaching and learning team meetings.
- Displays around school share positive images of men and women.
- Assemblies offer a balance of male and female role models.
- Ensuring that expectations and stereotypes on grounds of gender are not perpetuated e.g. in the home corner.
- All children have equal access to activities such as cooking, construction, games e.g. football, sewing, using the computer etc;
- All staff have equal opportunities to professional development as appropriate to the School Improvement plan.

We want to do more by:

Ensuring that in our current curriculum reviews the current good practice continues.

7. 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 assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision making activities.

8. 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 make every attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible.
- We make parents aware of the services available through the Early Help Hub which launches in May 2014.
- We regularly meet with parents to share Individual Education Plans where appropriate.
- We engage parents in policy reviews through the parent's feedback group which meets monthly and attempt to get a cross section of parents involved in this group.
- We canvas opinion through questionnaires and face to face opportunities at various events, e.g. parent's evenings.

9. 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

10. 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 and our LLP. A summary will be provided for parents and published in our prospectus. We will inform staff and learners of our progress. 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 is an integral

part of 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.

11. Links with other school policies

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

- Inclusion and SEN policy
- Bullying policy,
- Pay policy,
- Admissions policy
- PSHE policy

12. 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 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 head teacher 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 victimization

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.

Signed on behalf of the Governing Body

Name.....

Position.....

Date.....

Equalities Information

We recognise that the public sector equality duty has three aims to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

All three aims of equality duty are targeted by our UNICEF Rights Respecting School Programme. As a predominantly mono-cultural community, teaching children about RRR has enabled us to fulfil our moral duty to prepare children to live in an increasingly diverse society, giving children the skills to develop positive relationships both in school and beyond. Participation in the annual anti-bullying week and activities including conflict resolution skills and social and emotional aspects of learning (SEAL) provide additional opportunities for developing the skills by our equality duty.

Evidence from observations and surveys involving children (exit survey 2013) and parents (questionnaire 2014) tells us that:

- most children enjoy being at school
- the majority of children say they are taught about rights, responsibilities and how to respect people
- adults listen to children about how to make their school better
- parents believe children should grow up believing everyone deserves to be treated with equal respect as per the rights respecting ethos of the school

Attendance

Pupils' attendance and punctuality at school is good. Rigorous communication with parents regarding the school absence policy, chasing up any explained absence immediately supports this. School does not authorise holidays within term time except in exceptional circumstances.

Pupil Related Data (Raise online 2013)

Information	Evidence and commentary	
	School	National
Number on roll	254	257
Gender	45.3% Girls	49%
	54.7% Boys	51%

Pupils from ethnic minority groups	21.9%	28.7%
Pupils supported at School Action + & Statement (SEN)	2%	7.7%
Pupils known to eligible for FSM	10.2%	26.7%
Attainment by gender	% pupils achieving level 2B+ in reading, writing and maths	
Male	79	70
Female	94	79
Attainment by race	% pupils achieving level 2B+ in reading, writing and maths	
White British	85	77
Other white background	80	67
White/Black Caribbean	100	72
White/Asian	100	67
Pakistani	100	69
Black African	100	75
Chinese	100	82
Attainment by disability/SEN	% pupils achieving level 2B+ in reading, writing and maths	
No SEN	90	85
SEN without statement	37	35
SA+	50	32
Attendance by gender	% of sessions missed due to overall absence	
Male	5.6	4.4
Female	5.1	4.8
Attendance by race	% of sessions missed due to overall absence	
White British	4.8	4.7
Other white background	7.5	5.8
White/Black Caribbean	7.5	5.6
White/Asian	6.2	5.0
Pakistani	26.7	5.5
Black African	4.6	3.3
Chinese	12.7	3.6
Attendance by Disability /SEN	% of sessions missed due to overall absence	
No SEN	5.3	4.5
SEN without statement	5.4	6.0
SA+	3.5	6.3
Participation in school council	Children are elected by their peers and this year we have 8 boys and 10 girls.	

Staff Data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as at January 2014	42% Female 58% Male 100% White British
Volunteers	The majority of volunteers are female

Equalities Objectives

- Continue to improve the attainment of pupils with SEN/Disabilities so that the attainment gap is closed between those with and without SEN and disabilities
- Reduce the gap between boys and girls achievement, particularly in reading and writing, to less than one point.
- Continue to improve the attendance figures for all children so they are in line with national figures.