



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

SINGLE EQUALITIES SCHEME AND ACTION PLAN

Introduction

The Governing Body of Castilion Primary School is committed to the principle of equality of opportunity for all in employment and the provision of teaching and learning. We take pride in our increasingly diverse community and all the cultural richness that it brings with it.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families and our staff.

What is the Equality duty?

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:
 - Remove or minimise disadvantages
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objective.

Schools need to comply with these duties from 6 April 2012 and update yearly.

Statement of Intent

The Governing Body recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce. The Governing Body intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equalities.

Our aim

We want to see a strong sustainable and cohesive community in our school. We will continue to develop and promote policies and systems that make sure that the school community and our workforce are not unlawfully discriminated against.

Our aims are to:

- promote equality of opportunity;
- eliminate unlawful discrimination, and
- promote good relations between people from different backgrounds.

How will we deliver our commitment?

The Governing Body has adopted the following principles:

- we recognise the value of diversity within the community and our workforce and the contribution made by people from different backgrounds;
- we are committed to ensuring that teaching and learning meet the varied and complex needs of pupils in our care;
- we will make sure our employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles and cultures within the community;

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

Objectives

Accessible services and partnerships:

Where appropriate we will work with other organisations and local voluntary and community groups to provide teaching and learning and access to employment which promote equal opportunities to all by:

- building on good practice;
- consulting with and involving our local community;
- providing accessible information and ways for people to comment;
- carrying out equality impact assessments of new and existing policies and practices to make sure that they do not unlawfully discriminate against anyone;
- removing barriers which deny people access to our school community;
- using our powers to make sure that organisations providing services on our behalf work in line with this statement;

- promoting an environment which gives
- all pupils an equal chance to learn and live free of unlawful discrimination and prejudice,
- all staff to work and live free of unlawful discrimination and prejudice;
- take steps to build an inclusive and cohesive school community.

Equal and appropriate treatment in employment, training and recruitment opportunities:

We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- developing a workforce which reflects the community at all levels;
- making sure that all employees understand their responsibilities under this statement;
- making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- developing and promoting policies which give everyone equal access to employment and opportunities;
- setting performance targets so we can measure our progress.

Responsibilities

The Governing Body is an equal opportunities employer and provider of teaching and learning. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind and that we have a shared understanding of the relevant issues and how best to deal with them.

All employees of the Governing Body are expected to comply with our values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the Governing Body and potentially constitutes misconduct.

Leaders and managers are expected to:

- be at the forefront of best practice on equalities within their respective areas;
- mainstream equalities within their respective areas;
- set equality targets, monitor outcomes and develop relevant action plans;
- review all provision to ensure elimination of unequal treatment of staff, pupils and the wider school community;
- raise equality-related issues with their staff and senior colleagues;
- encourage leadership on equalities amongst their staff and other providers;
- establish monitoring systems;
- report to governors on the results of assessments, consultations and monitoring ;
- train staff on equalities issues;
- consider better access for people with disabilities;
- monitor provision by contractors and other external providers;
- evidence consultation carried out with staff and the school community;
- make guidance readily available to staff.

Implementation, Monitoring and Evaluation

The commitment will be implemented through our School Equality Action Plan.

The plan sets out the arrangements for taking action on individual tasks that will help deliver the broad aims set out in this statement. We will set clear deadlines and give responsibility to named leaders/managers who will be accountable for implementation of the given tasks.

With the help of feedback from employees and the wider school community we will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

ACTION PLAN 2017-2021

<p>Involvement of people with disabilities in developing scheme</p>	<p>To consult with children with disabilities on a regular basis to ensure ongoing development of the Disability Equality Scheme through:</p> <ul style="list-style-type: none"> ▪ IEP and annual reviews with SEN pupils and parents ▪ Analysis of available school disability data ▪ Analysis of LA/voluntary services reports on the experiences of pupils and school stakeholders with disabilities ▪ Meeting with parents at consultation meeting ▪ Disability Equality scheme surveys of all school users
<p>Developing a voice for children, staff and parents/carers with disabilities</p>	<p>Castilion Primary School is developing opportunities for input by school stakeholders by:</p> <ul style="list-style-type: none"> ▪ Including children and parents/carers in reviews ▪ Including children and parents/carers in school ▪ School council systems ▪ Having a cycle of agenda items at Governing Body meetings
<p>Encouraging participation in public life by people with disabilities</p>	<p>The school ensures that children with disabilities participate in:</p> <ul style="list-style-type: none"> ▪ Whole school gatherings ▪ Performances ▪ Sports activities ▪ School Council ▪ Governing Body meetings ▪ School Journey and visits
<p>Promoting positive attitudes towards people with disabilities</p>	<p>The School promotes positive attitudes by:</p> <ul style="list-style-type: none"> ▪ Ensuring displays and resources reflect diversity ▪ The curriculum positively promotes difference ▪ Planning of teaching and learning takes into account individual difference ▪ Using newsletters and web pages to celebrate success of all pupils including those with disabilities
<p>What disability data is currently collected</p>	<p>The regularly analyses data including:</p> <ul style="list-style-type: none"> ▪ Admissions data for pupils with disabilities ▪ Number of staff with disabilities ▪ Appointments of staff with a disability ▪ School users with a disability ▪ Individual pupil data and potential barriers to learning
<p>Removing Barriers to Learning</p>	<p>The school makes every effort to remove potential barriers to learning by:</p> <ul style="list-style-type: none"> ▪ Identifying potential barriers to learning

	and strategies to increase access to curriculum
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- Modifying and adapting the curriculum according to individual and group need
- Providing a range of interventions and resources to increase access to learning

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: