



Raughton Head C of E Primary School

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Single Equality Scheme

This Single Equality Scheme is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender, disability equality and community cohesion and extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.

The Scheme aims to integrate equality into the school's core priorities and functions.

This Single Equality Scheme will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children.

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Race Equality Policy

Statement of Values

We believe that everyone in our school is of equal value and should be treated fairly in life. We will eliminate any racial discrimination, foster equality of opportunity and promote good race relations.

Leadership, Management and Governance

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. The governors expect all staff, pupils and parents to support us in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are assessed for their impact on all staff and pupils' attitudes and practices in Racial Equality, being mindful of protecting the identity of individuals. The governors will develop their knowledge and understanding of race equality.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The Headteacher is the member of staff with designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the governing body and the LA.

The governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

How the school will fulfil its commitment to race equality

The school will fulfil its commitment to race equality by:

Ethos

- valuing diversity and by actively promoting good inter-personal and community relationships;
- promoting an atmosphere of mutual respect and trust among all members of the school community; and
- ensuring that all staff, pupils and parents are treated with respect and dignity.

Racism/racial harassment

Dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the

LA. Please refer to the 'Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools'.

Curriculum/teaching and learning:

- ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity;
- ensuring access to the curriculum for all pupils to meet their individual need;
- ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes;
- creating learning environments where all pupils can contribute fully and feel valued; and
- ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity.

Achievement/attainment/assessment/progress

Having procedures to monitor attainment and achievement by racial group in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.

Attendance

Monitoring pupil attendance by racial group and by using the data to develop strategies to address poor attendance, being mindful of protecting the identity of individuals.

Behaviour/discipline/exclusion

Monitoring pupil behaviour and exclusions by racial group and by using the data to ensure that procedures are applied fairly and equitably to all pupils, being mindful of protecting the identity of individuals.

Staff recruitment and career development

Monitoring and evaluating employment practices and by reporting to the LA to allow it to fulfil its specific duty under the Act with reference to Cumbria's Guidelines on Recruitment, Selection and Interviewing.

Community/parental consultation

Working in partnership with parents and the community to develop positive attitudes to racial diversity.

Membership of the governing body

Striving to ensure that membership of the governing body reflects the community it serves.

Professional development of all staff

Ensuring equality of access to professional development and training for all staff. This will be monitored by racial group and reported, as appropriate.

Implementation

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:

- disseminating this policy to Governors, Staff, Pupils, Parents and Visitors;
- producing and disseminating an action plan; and
- developing a training strategy for all staff and governors.

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents and staff by:

- collecting and analysing data and other information;
- checking progress against the action plan;
- consulting with parents and the school community; and
- reporting regularly to the timetable identified in the action plan.

The school will publish annually the results of the monitoring and evaluation it has undertaken. Data will not be published which in any way makes it possible for an individual to be identified.

Gender Equality Policy

Aims

Our gender equality policy builds upon the core values and ethos of the whole school community. We recognise our statutory duty to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between men and women. This policy will be an integral part of our school life.

Leadership, management and governance

The Governing Body is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. We will ensure that all our current policies are assessed for their impact. The governors will develop their knowledge and understanding of gender equality. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have relevant training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. **The headteacher** is the member of the senior management team with designated responsibility for gender equality.

The governors expect that **all staff** will know how to challenge gender bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting gender equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable boys and girls to reach their full potential; by how they ensure that boys and girls have full and equal access to the curriculum and by how they promote gender equality through learning and teaching, the curriculum and the quality of care and guidance. The governors expect all staff, pupils and parents/carers to support us in this work.

The school's commitment to gender equality

Ethos

The school will fulfil its commitment to gender equality by:

- promoting an atmosphere of mutual trust and respect among all members of the school community, regardless of gender;
- ensuring that all staff, parents/carers and pupils are treated with dignity;
- challenging gender stereotypes in all aspects of school life;

- encouraging classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning;
- striving to eliminate sexual and sexist bullying and violence.

Curriculum/learning and teaching

The school will fulfil its commitment to gender equality by:

- ensuring equality of access for both boys and girls to all areas of the curriculum, to include subject choice and careers advice to meet pupils' individual needs;
- ensuring that the curriculum is balanced and broadly based;
- ensuring that teachers' planning and delivery takes account of gender issues and the need to challenge stereotypes;
- ensuring that resources in all areas of the curriculum promote knowledge and understanding of gender issues;
- ensuring that any particular learning needs of boys and girls are met.

Achievement/attainment/assessment/progress

The school will fulfil its commitment to gender equality by:

- having procedures to monitor and track progress and achievement by gender in order to identify and respond to trends and patterns;
- striving to maintain equally high expectations of all pupils.

Attendance

The school will fulfil its commitment to gender equality by:

- monitoring pupil attendance by gender;
- using the data to develop strategies to address poor attendance.

Behaviour

The school will fulfil its commitment to gender equality by:

- monitoring pupil behaviour and exclusions by gender;
- using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the school;
- developing and implementing strategies to address any gender specific examples of inappropriate behaviour.
- promoting equality in the schools procedures regarding uniform.

Staff recruitment and career development

The school will fulfil its commitment to gender equality by:

- ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate against women or men;
- taking account of the requirement to eliminate unlawful pay discrimination;
- ensuring that opportunities for professional development, career progression and promotion are free from unlawful sex discrimination.

Community/parental consultation

The school will fulfil its commitment to gender equality by:

- working in partnership with parents/carers and the wider community to develop positive attitudes to gender issues.

Implementation

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:

- disseminating this policy to the *Governing Body*, staff, volunteers, pupils, parents/carers and visitors to the school including all contractors
- producing and disseminating an action plan which clearly identifies the objectives, for example:
 - auditing the current progress and attainment of boys and girls
 - targets to improve the performance of boys in writing
 - enhancing opportunities for girls to participate in extra-curricular activities
 - monitoring the attendance and exclusion data by gender
 - exploring the performance of boys and girls from different ethnic and/or social groups
 - beginning the review of existing policies in the light of these duties.
- building gender impact questions into all policy and planning processes
- developing a training strategy for all staff and governors

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents/carers and staff by:

- collecting and analysing data and other information
- checking progress against the action plan
- consulting with parents and carers and the school community
- reporting regularly to the timetable identified in the action plan

The school will publish annually the results of the monitoring and evaluation it has undertaken. Data will not be published which in any way makes it possible for an individual to be identified. This policy will be reviewed every three years.

Disability Equality Policy

Statement of Commitment

At Raughton Head C.E. Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Raughton Head C.E. Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme should be read in conjunction with the following policies, plans and procedures: Accessibility Plan; Anti-Bullying Policy, Behaviour Policy; Care and Control Policy; Educational Visits Policy and Procedures; Special Educational Needs Policy; Race Equality and Gender Policies; Recruitment and Selection Procedures and the Induction Policies for pupils and staff.

Legal requirements/role of Governing Body

Under Part 5A of the Disability Discrimination Act governing bodies are required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body of Raughton Head C.E. Primary School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the Disability Discrimination Act require the governing body to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This document builds on the Governors' Accessibility Plan

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving: access to the curriculum; the environment and; information provided by the school, for all children including those with disabilities.

What do we understand by "disability"? (See also Appendix 2)

At Raughton Head C.E. Primary School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has:

'a physical or mental impairment which has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities.'

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with Special Educational Needs will also have disabilities.

We use the Disability Discrimination Act definition of impairment to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

In relation to normal day-to-day activity, the test of whether an impairment affects normal day-to-day activity, is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The six duties of the Act & therefore the core value of Raughton Head C.E. Primary School in relation to disability is to actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -it is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.

- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
(Disability Discrimination Act 2005 S.49A)

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Raughton Head C.E. Primary School will consult with disabled pupils, parents, staff and service users, both present and past, in the future development of our Disability Equality Scheme by:

- Issuing an open invitation to join a working party for the development of a scheme and policy;
- Providing opportunities for confidential discussion;
- Approaching past pupils and their parents for their views;
- Addressing matters of concern via the newsletter or other channels of communication as appropriate.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future Disability Equality Strategic planning.

Gathering Information

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Raughton Head C.E. Primary School, the following information is monitored:

- How many disabled children in school/what impairment groups represented/ not represented
- How we collect information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability'.
- Pastoral support including opportunities for pupils to raise issues surrounding disability
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and whether their needs are met.) In addition staff who have rights under the Disability Discrimination Act may need support in understanding Disability Discrimination Act and the protection it offers such as reasonable adjustments/'Access to work' schemes
- Attendance at extra - curricular activities
- Involvement in educational visits including the residential visit
- Behaviour Logs/Serious incident book
- Participation in assemblies/school councils
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires including any areas of the curriculum that may provide challenge or are particularly enjoyed
- Attendance
- Exclusions
- ECM outcomes

The school also monitors its provision in the following areas and pays regard to:

- The role of a school as a service provider through asking parents, carers and users about issues or concerns regarding disabilities
- Contact with parents and carers in defining disability or 'rights under Disability Discrimination Act' whilst ensuring confidentiality
- Open evenings when asking about provision, concerns or issues
- Hiring transport
- The information gathered from monitoring will be used to evaluate practice and to inform subsequent schemes and action planning.

Assessing the impact of school policies

In order to ensure that action is taken to meet the Disability Equality Duty, Raughton Head C.E. Primary School will review all policies on a rolling programme as highlighted in the School Improvement Plan and will take into account views gathered from all stakeholders, including those with disabilities, in assessing the impact of school policies