

CROFTON HAMMOND INFANT SCHOOL

SINGLE EQUALITY SCHEME

1. Introduction

Our Core Purpose and Values

In September 2010, the staff and governors of Crofton Hammond Infant School worked together to agree the core purpose and values of our school.

Our core purpose is to ensure Equality, Inclusion and Community Cohesion for All

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

We recognise that equality will only be achieved by the whole school community working together – our children, 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.

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, inclusion 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. The Single Equality Scheme will be reviewed annually, at the end of every academic year.

We recognise that improving outcomes such as attendance or attainment for a specific group of children 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

All schools have duties to promote race, disability and gender equality.

The general duty to promote race equality means that we 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.

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:

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

Schools also have specific duties under these three promotional duties. 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.

- **School Context**

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census show that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers, particularly from the EU. In 2008, 7.1% of school pupils were from ethnic communities.

Approximately 15% of the population have declared a disability. For 2007/8 there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%), and Sikh (0.1%).

Crofton Hammond Infant School is situated in the Hill Head Ward, District 2, of the Fareham Borough Council. The ward has its own unique characteristics as follows:

The school is in one of the less deprived primary schools in Hampshire, ranking 397 out of 429 schools, in 2009/10 statistics.

According to Fareham Borough Council's statistics, the area has 480 one parent families; 2.7% of the children who attend our school are entitled to free school meals and 4,100 people claim key out-of-work benefits.

Approximately 2% of our children and no staff are from a non-white British background.

At the present time (October 2010), we have no staff with registered disabilities and 2 children with registered disabilities. We can ascertain the accurate percentage of children and staff who consider themselves to have disabilities.

- **Involvement of staff, governors, 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, governors, pupils and parents in the following ways:

- Governor focus groups to address issues

- Involvement of parents
- Involvement of School council
- Staff attendance at scheme development meetings

Due to the make up of the school community, these activities have not yet involved disabled people or people from ethnic community communities and so this has been raised as an action to be addressed in the future.

The school community are currently being surveyed on their understanding of what community means, what the school is currently doing and what it should be doing.

We have identified the following **priorities** as a result of these activities:

- .1 Ensure Governors are aware of the legal duties of the governing body (GB)
- .2 Involve disabled and ethnic minorities in future reviews of this scheme
- .3 Ensure staff and pupil views have been taken into account

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 leadership team.

We involve learners, parents and others in improving practice by:

- School Council
- Annual questionnaires to parents
- Use of the full range of HCC support services such as the educational psychologist, EWO, parent support advisor, specialist teacher adviser for physical impairment and medical needs
- Feedback to the GB on all of the above

We have also identified the following **priorities** for future involvement:

Have a cohesive approach to specific issues that involves all local primary age children.

- **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 collect the following information:

- Admissions
- Attendance
- Achievement and progression
- Participation in the School Council

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

- .1** School Strategic Plan
 - The development of the curriculum
 - Community Cohesion
 - The progress of vulnerable groups of children
- .2** Improve the quality of the information we collect so that it is disaggregated by gender, race and disability.

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

- .3** Ensure that these groups have every opportunity to participate in school activities – through providing a range of after school clubs which are free of charge and through the use of LEAP funding
 - .4** Make sure that all staff responsible for activities are aware of the inclusive needs of the participants.
- We have identified the following **priorities**:
 - .1** Information analysis; (1) take up extended school provision and extra curricular activities and (2) other equality information, e.g. complaints and incidents of race discrimination or bullying.
 - We have designated a member of staff and governing body to take the lead in gathering and analysing equality information.

b) Staff

We collect the following information **disaggregated by gender, race and disability**:-

- Staff recruitment and retention
- CPD
- Promotion
- Disciplinary, grievance, competency
- Outcomes of appraisals and performance review processes

- Cessation of employment
- DDA audit

We follow all the rules and requirements on recruitment and personnel practice as laid down by Hampshire County Council.

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

- .1 Establish if staff have or perceive they have barriers to achieving professional success
- .2 Governors to monitor all delegated recruitment
- .3 Disabled access to various services to be addressed

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

- .4 The Governing Body actively promote equality issues to staff to ensure they are all aware of their entitlements.

c) Governors

We collect the following information disaggregated by gender, race and disability:-

- Governor body composition

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

- .5 Ensuring Governing Body meetings are held in a suitable environment to enable governors to participate

d) Other Stakeholders – Parents and the community

We have identified the following priorities:

- .6 Ensure that the website is accessible to all.

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

What we have already achieved:

- Respect is embedded as a core value within the school and is demonstrated throughout the school and in assemblies
- The Governing Body ensures all HCC guidelines are following with regard to recruitment and personnel practice
- Pupils are taught an understanding of a different faith and background through the agreed syllabus for Living Difference
- Social and Emotional Aspects of learning (SEAL) work is taught within the curriculum

We want to do more by:

- 6.1 Consolidating rights, respects and responsibilities within the curriculum.

b) Community Cohesion

What we have already achieved:

- School values have been developed in consultation with pupils, staff parents and governors
- Our SEAL work encourages respect and appreciation of others' views
- Visits to local places of worship and links with Holy Rood Church
- School Council involvement in development ideas for the school
- Steps being taken to agree our community cohesion plan
- Application for Creative Partnerships funding to support development work in school

We want to do more by:

- 6.2 Surveying all stakeholders to identify the issues that need to be addressed.

c) Disability Equality

What we have already achieved:

- School trips and visits take account of all pupils' needs
- Disability Discrimination Act Audit has been conducted and an action plan has been discussed with Hampshire County Council. Many actions have already been completed.
- All information can be made available in alternative formats.

- We aim to be an inclusive school and promote equality of opportunity for all.
- We comply with all Hampshire County Council guidelines to eliminate unlawful discrimination.

We want to do more by:

- 6.3 Promoting positive attitudes towards disabled people and the elderly by engaging pupils with disabled people and the elderly within the community.

d) Gender Equality

What we have already achieved:

- Addressed gender issues with children in school in science, and are constantly working on developing boys' attitudes to writing.

We want to do more by:

- 6.4 Promoting positive role models to raise aspirations.

e) Other Equality Areas

What we have already achieved:

- Sex education is taught within the school
- Teachers have had training on sex education
- Parents are made aware of the school's sex education policy
- Staff and curriculum will embrace the family unit in all its varied and different forms

We want to do more by:

- 6.5 Anti-bullying policy specifically to cover the areas of homophobic and faith bullying for the whole community

1. 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, socio economic factors, faith, ethnicity and culture. 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 build the impact assessment process into all new policy development and decision making activities.

Impact assessments will be carried out by the designated leader of each priority within the timescale specified in the action plan.

2. 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 will include other organisations and members of the community within each priority as required.

Putting the Scheme into practice

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 and promoting it within our newsletter
- Providing a summary in our prospectus, including our vision and key priorities, with a view of local, national and world cultures.
- Providing a copy of to all staff and governors and making a fixture of the induction materials
- Making available to all visitors a summary of relevant information they may require for a successful visit.

3. 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. Both will explain how the full report can be obtained. We will inform staff and learners about our progress.

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.

We aim for 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 Strategic 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 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.

Links with other school policies

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

- SEN Policy
- Behaviour Policy
- Anti Bullying Policy
- Admissions Policy
- Pay Policy
- Disability Access Plan

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 regular 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 headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- 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
- 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 victimisation

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 ensure that pupils 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 and 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

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