

CLIFFORD CHURCH OF ENGLAND
INFANT SCHOOL

EQUALITY SCHEME

To be Reviewed: September 2017
Written by: LA/S. Preston
Reviewed by: S. Preston

Introduction

Clifford C of E Infant School has developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognize that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing

schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for pupils, parents, staff and the wider community;
- Continue to address any issues of attendance by working closely with the outside agencies as appropriate;
- Identify on an ongoing basis any underachieving groups and address any issues of underachievement, eg. Family poverty and debt, housing, racism, isolation/loneliness;
- Address issues of stereotyping, including expectations and roles;
- Continue to seek the views of children and parents and raise awareness of the impact of bullying and violence, eg. use of SEAL Project and resources, annual parents' questionnaire and the school council.
- Continue to address workforce based equality issues through review of roles and job descriptions and conforming to Human Resources Procedures on appointments, promotions and any necessary adjustments;
- Striving to ensure fair representation on the governing body that reflects the parent body and local community.

Duty to Promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as amended 2000.

From our perspective '*community*' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body, and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.
- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

The duties to promote race, disability and gender equality alongside community cohesion supports the actions identified in the school's School Improvement Plan in the following ways:

- The curriculum is used to value diversity and shared values. The curriculum is monitored through lesson observation and planning scrutiny, and this in turn informs School Self Evaluation;
- Attendance is monitored in an ongoing way. Data is monitored to see if there are any patterns of poor attendance for specific groups (see Attendance Policy);
- The Local Authority whole school tracking system is being used;
- Issues of bullying and attitudes to violence are addressed following the school planned approach to individual incidents and continual use of the SEAL Project;
- By following the requirements of the school accessibility systems (see Accessibility Plan) and applying for additional funding to meet individual needs;

- We offer a wide range of community services and the school is used after school extensively.

Leadership

All staff and governors at the school are responsible for the implementation of the Scheme.

Governors are responsible for:

- ensuring the school complies with the relevant equality legislation
- ensuring that the school's Equality Scheme and its procedures are followed

The Headteacher is responsible for:

- ensuring that the school's Equality Scheme and its procedures are followed;
- ensuring that all staff know their responsibilities and receive training and support;
- taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognize and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

Involvement

In developing our Scheme, we have involved stakeholders, eg. pupils, parents and carers, staff and trade unions as follows:

- we seek the views of pupils both formally and informally through the Y2 questionnaire, in school council actions and daily interaction with the children;
- the views of staff are gained during performance management reviews, staff meetings and the evaluation of key priorities including the impact of PPA;
- we have an annual parents' questionnaire, from which findings and action points are communicated. We hold starting school meetings, regular parents' meetings and a 'Helping your Child at School' meeting at the beginning of the academic year. Parents are also involved in SEN reviews. We also ask for feedback from parents attending parents' evenings;
- We continually seek the views of stakeholders.

Eliminating Harassment and Bullying

The school will not tolerate any form of harassment and bullying of either pupils or staff. (see Anti-Bullying and Race Equality Policies)

The governing body has adopted the City Council's Code of Conduct and Policy for Harassment, Discrimination, Victimisation and Bullying.

Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as those which are developed subsequently. This is being done on a rolling basis.

Training

New staff receive induction on key policies and equality issues. Priorities for individual and whole staff training are identified in our Accessibility Plan and they include:

- training specific to the needs of individual children as they arise, including spina bifida and hydrocephalous, autism and cerebral palsy
- training linked to the needs of pupils with EAL.

Information Gathering

We are required to gather information on the effect of our policies and practices, in particular:

- the extent to which equality between pupils is promoted;
- the extent to which equality between staff is promoted;
- the extent to which the curriculum and other school activities take race, disability and gender into account;

Information gathering will include:

- information relating to the profile of the school's workforce is stored on SIMS;
- attainment levels of pupils are stored and the pupil tracker will enable us to identify trends in relation to gender, ethnic background and disability;
- the school census includes data on exclusions;
- reports of harassment and bullying of pupils and staff are recorded as outlines in our Anti-Bullying and Race Equality Policies;
- the Governors' Section retain information on the composition of the governing body;

Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and we will make them aware of the school's expectations as regards adult/pupil relationships.

Visitors to the School

We will take steps to ensure that visitors to our school, including parents, are adhering to our commitment to equality and we will make them aware of the school's expectations and policies as regards adult/pupil relationships. (see Voluntary Helpers Policy).