



School Equality Scheme

Vision and Values

Our equality vision and the values that underpin school life, at Parkgate Infants School we aim for excellence in all we do. We value learning and expect our pupils to be high achievers. We want our children to be equipped with the knowledge, skills and flexibility needed for a rapidly changing world.

Some of our children and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs they have.

Our Aims:

- To achieve the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- To involve, as far as possible, representatives from diverse groups, within our catchment, in school life
- To consider the implications for different groups within our catchment when defining school policy and procedure
- To work with other schools, professionals and volunteers in order to share strengths and seek ideas for improvement
- To help individuals who have specific physical, emotional, learning and religious needs
- To deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others
- To employ a range of staff representing the diversity of our catchment and variety of experience
- To ensure the correct and appropriate procedures are used for the recruitment of staff

School Context

The characteristics of our school

Parkgate Infants School is a two-form entry Primary School, with Nursery provision. Our catchment area is increasingly diverse and pockets of deprivation also exist. We aim to promote cultural diversity through welcoming visitors of all ethnic backgrounds and faiths, teaching our children about festivals from major religions. We aim to remove barriers to education for all our community, and focus all our school development on providing an inclusive education for all our pupils.

Detailed statistics on our school community are available to Governors, Inspectors and the Local Authority through our Self-Evaluation Form.

Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty

Sex Discrimination Act as amended by the Equality Act 2006

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DCFS guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English
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Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Roles and Responsibilities

Chain of accountability

The Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress. Every term, there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

| Responsibility for | Key person |
|--|----------------|
| Single equality scheme | HT |
| Disability equality (including bullying incidents) | HT |
| SEN/LDD/Inclusion (including bullying incidents) | InCo |
| Accessibility | HT |
| Gender equality (including bullying incidents) | HT |
| Race Equality (including racist incidents) | HT |
| Equality and diversity in curriculum content | HT + all staff |
| Equality and diversity in pupil achievement | HT + all staff |
| Participation in all aspects of school life | HT + all staff |
| Impact assessment | SLT |
| Stakeholder consultation | SLT |
| Policy review | HT + all staff |
| Communication and publishing | HT |

Commitment to review

The school equality scheme will be aligned with the School Strategic Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

Governors will:

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|-----------------------|---|
| Policy Development | Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community |
| Behaviour | Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteachers and senior staff will:

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|-----------------------|---|
| Policy Development | Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the Policies |
| Policy Implementation | Ensure the effective communication of the policies to all pupils, staff and stakeholders Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation |
| Behaviour | Provide appropriate role models for all managers, staff and pupils Highlight good practice from departments, individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | Ensure that the school carries out its statutory duties effectively |

**All staff:
teaching and non-teaching will:**

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|-----------------------|---|
| Policy Development | Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils |
| Behaviour | Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | Contribute to the implementation of the school's equality scheme |

Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others through our regular questionnaires and parent meetings. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition to our overall consultation and impact assessment process:

1. Disabled members of our school community will be involved through direct conversation (adults); children's views will be gathered through the School Council, especially those with physical or learning difficulties.
2. We shall invite discussion with local groups.
3. We will work in partnership with MECSS and invite participation from local minority communities and families.
4. We shall consult with faith groups who are represented within our school.
5. We will build close links with our Consortium Children's Centre in order to identify other vulnerable groups.
6. We will aim to build stronger links with local retired people.

Our annual scheme update and the 3-yearly review will contain a report on stakeholder consultation carried out during the period.

Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each June.

Achievements to date

Disability

- Main entrance door allows wheelchair access
- Strong visual displays in school that support learning
- Ramp access to key areas.
- Disabled toilet in admin area.
- Resources that promote awareness of disabilities

Gender

- Continue to reduce gender gaps in attainment, through monitoring attainment and progress
- Continue to promote sports e.g. football for both girls and boys
- Continue to promote activities relevant to both boys and girls

Race/Religion

- Strong visual displays that support diversity
- Multi-lingual signs around the school
- Support for individuals during major faith events.

Community Cohesion

- Strong links with local religious organisations
- Implement 'Family week across the school.
- Active Parents helpers
- Regular placements offered for college and teaching students
- member of Extended Schools Consortium
- School events with other local schools
- Shared INSET with local Junior school
- Children leading charitable events

Action Plan 2015 - 18

Making progress on equality issues

| Priority issue and objective | Category | Diversity strand | Task | Responsibility | Review/impact assessment |
|---|--------------------|--------------------------------------|--|--|--|
| 1. Reduce the attainment gap of vulnerable groups | National indicator | Race Gender Social deprivation | Closely monitor attainment and progress Monitor the provision of intervention strategies Monitor the progress and attainment of children receiving additional support Develop our use of personalised learning approaches | SLT SLT SLT | SLT review on an annual basis |
| 2. Wider community knowledge and understanding | Statutory | Community Cohesion | Increase the number of minority group visitors to our school. Continue to celebrate Christian festivals, and give greater whole-school emphasis to festivals from other faiths. | SLT | SLT review on an annual basis |
| 3. Staff recruitment | Staff | Race Gender | Ensure shortlisted candidates are equally matched to person specifications. | Head teacher Head teacher / Personnel Committee | Governors review diversity of workforce on an annual basis. Workforce will be diverse |
| 4. Staff recruitment information | Staff | Disability | Determine information required Update website | Governors | 2012 Update as required |

| Priority issue and objective | Category | Diversity strand | Task | Responsibility | Review/impact assessment |
|-------------------------------------|-----------------|------------------------------|--|--|---|
| 5. Curriculum Review | Curriculum | Gender Race Disability | Review curriculum to ensure that it reflects both the diversity of the community but incorporates British values. | Head teacher Team Leaders Teachers | Annually review |
| 6. Policy review | Statutory | All | All policies to be reviewed for potential equality issues | Governors | Ongoing, according to review schedule |
| 7. Stakeholder consultation | Statutory | Gender Race Disability | Hold focus groups with boys and girls to identify issues Produce report with recommendations and targets Implement within that school year Review/impact assessment | Head teacher, with School Council Head teacher All staff School Council | 2015 – Gender 2016 – Race 2017 – Disability |
| 8. Impact assessment | Statutory | All | To monitor reports for clarity of potential diversity issues | Governors SLT | Annually |
| 9. Communication and publishing | Statutory | Gender Race Disability | Publish the scheme on the website Make new families aware, via school prospectus Publicise and publish relevant review reports | Head teacher Secretary | Annually |
| 10. Provision of facilities | Statutory | Disability | Review provision of toilet facilities Plan rolling programme of refurbishment for classrooms – carpet, visual contrasts, Review/impact assessment annually | Governors | Annually |

