



**Homefield VC CofE Primary
School**

Single Equality Scheme

2021-2024

What is the Single Equality Scheme and Action Plan?

The Single Equality Scheme brings together the school's approach to fulfilling our legal duties under the Equality Act 2010, to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, gender and sexual orientation,

The School's Scheme includes pupils, staff, governors, parents, carers and all those within the extended School community.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all nine equality strands.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the nine equality strands and the promotion of community cohesion.

Policy Statement

1. The school acknowledges and welcomes diversity amongst pupils, staff, parents or carers and visitors.
2. The school does not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, disability, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
3. The school promotes the principles of fairness and justice for all through the education that is provided in our School.
4. The school ensures that all students have equal access to the full range of educational opportunities provided by the School.
5. The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. The school respects the religious beliefs and practices of all staff, pupils, parents and carers and complies with all reasonable requests relating to religious observance and practice.
7. The school ensures that all recruitment, employment, promotion and training systems are fair to all, and provides opportunities for everyone to fulfil their potential.
8. The school will make reasonable adjustments, when required to, in order to:
 - increase access to the curriculum
 - improve access to the school building; and
 - improve the delivery of information.

Meeting our duties

Under the Equality Act 2010, the school has a Public Sector Equality Duty (PSED) that extends to all protected characteristics to show due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

Dealing with protected characteristic incidents

All incidents involving a protected characteristic are recorded on the school's incident sheet, reported and logged. Reports are made to the Governing body and the Local Authority, as well as discussed at the Senior leadership Team level.

The school must ensure that pupils do not receive less favourable treatment because of a protected characteristic and to do this, the school has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that the school must show due regard to:

1. eliminating unlawful discrimination and harassment; and
2. promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its School community.

Community cohesion

The school also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic

groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan in order to facilitate the monitoring of our progress and performance in terms of meeting our objectives.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promotion of awareness of human rights and the responsibility to uphold and defend them, development of skills of participation and responsible actions.

Strand 2 – Equity and excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

Strand 3 – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

We recognise that our School has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that we already have a duty to eliminate unlawful discrimination and to promote equality of opportunity and good relations between people of different groups.

Our school values and visions

In fulfilling the duties described above, all the school’s actions will embody its key principles and values, namely that it:

- believes all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group.
- celebrates the diversity of our world.
- respects the religious, spiritual, cultural, and moral values of others and considers thoughtfully the attitudes, values and beliefs of the school community.
- provides an atmosphere of harmony, respect and safety within an educational environment.
- knows that equality is not simply about protecting potentially vulnerable individuals. The school believes that any child may be disadvantaged by prejudice, and so seeks to promote good relationships between all groups and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation
- values staff for their ability and potential to help the school make the best possible provision for all pupils, regardless of disability, ethnicity, culture, religious belief.

The majority of people live in Norfolk’s three major centres (Norwich, King’s Lynn and Great Yarmouth) but a significant proportion of the county’s population live in communities with fewer than 2,500 people.

Consultation and involving people

The school consulted pupils, staff, governors, parents and carers and our wider School community in creating the Single Equality Scheme and action plan, either directly or by incorporating existing policies. This has helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and Action Plan.

Examples of consultation/ inclusion include:

- Discussions at pupil council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires,)
- Dedicated staff meeting time
- Discussions at Governing Body meetings
- Discussions within our local cluster group
- Involvement in local community activities

Roles and Responsibilities (See also Appendix A)

The School Equality Scheme will be aligned with the School Improvement and Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. In addition to this regular impact assessment, the Single Equality Scheme and Action Plan will be reviewed at least every three years by the Full Governing Body.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- The Head Teacher is responsible for the implementation of this Scheme and will ensure that staff are aware of their responsibilities, are given the necessary training and support and will report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers, are adhering to our commitment to equality by making them aware of the School's Single Equality Policy and Action Plan.

Commissioning and procurement

The school is required by law to ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our Scheme

The Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- staff and parent newsletter
- staff and pupil induction
- distribution to local community and voluntary groups as appropriate.

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This will include:

- time at Pupil Council meetings to discuss equality and diversity issues where appropriate
- time at staff meetings to discuss equality and diversity issues where appropriate
- having staff able to discuss equality and diversity matters during parent consultation meetings.

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme, which include:

- the results of the school's information gathering activities for race, disability and gender and what the school has done with this information
- a summary from equality impact assessments undertaken.
- an update of the progress made against priorities
- a celebration of what the school has achieved with regard to promoting community cohesion

1. The Governors will be responsible for monitoring the effectiveness of this Scheme.
2. The Governors will review this Scheme annually and revise it every three years or as required by with legislation.

Homefield VC CofE Primary School Single Equality Scheme Action Plan 2021

(Place a tick to identify which statutory duty/equality legislation the planned action is meeting) R = Ethnicity, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief GR=gender reassignment P/M pregnancy/marriage/partnership								Proposed Action	Success Criteria	Timescale for Implementation	To be actioned by	Resource Implications	Monitored by
R	D	G	SO	A	R/B	GR	P/M						
✓		✓						To report all protected characteristic incidents	Termly reporting to FGB	Interim report to FGB and Annually	Head teacher		Governors
	✓							To arrange disabled access and consult with parents	Pupil-specific	TBA	SENCo		SLT
✓	✓	✓	✓	✓	✓	✓	✓	To make all staff aware of Single Equality Scheme and raise awareness of their responsibilities/duties	Equality Scheme features as regular agenda item at staff and team meetings	Ongoing	SLT		Head
✓	✓	✓	✓	✓	✓	✓	✓	To encourage pupils to participate in school discussion relating to all equality criteria	Evidence from the School Council meetings shows equality-related issues are regularly discussed	Ongoing	Staff		Head

Appendix A

Roles and Responsibilities

Governors will:

- Provide leadership and drive for the development and regular review of the school's Equality and other policies.
- 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.
- Provide appropriate role models for all managers, staff and pupils.
- Praise 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.
- Ensure that the school carries out the letter and the spirit of its statutory duties (and ensure the provision of 'returns' to the local authority)

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of Equality policies and procedures.
- Consult pupils, staff and stakeholders in the development and review of School policies.
- Ensure the effective communication of the policies to all pupils, staff and stakeholders.
- Ensure that managers and staff are trained as necessary to implement the policies.
- Oversee the effective implementation of the policies.
- Hold line managers accountable for effective policy implementation.
- Act as 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.
- Ensure that the school carries out its statutory duties effectively.

Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
- Implement the School's Equality Scheme, holding staff accountable for their behaviour and providing support and guidance as necessary.
- Be accountable for the behaviour of the staff team, individual members of staff and pupils.
- Use informal and formal procedures as necessary to deal with 'difficult' situations.
- Behave in accordance with the school's policies, leading by example.
- Respond appropriately to the behaviour of pupils and staff as a whole and individuals (praising/challenging as necessary).
- Contribute to managing the implementation of the School's Equality Scheme.