

SNAINTON CE NURSERY AND PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

"Belong, Believe, Become"

The scheme highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform our equality policy and practise. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community

We aim to ensure that pupils with protected characteristics including disability, sexual orientation, gender reassignment, race, gender, religion and belief, pregnancy and maternity are safe from harassment and discrimination.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education.



School Targets

To provide effective intervention to support pupils' with social and emotional difficulties to ensure that barriers for learning are removed and resilience is high

To ensure that all disadvantaged pupils make progress which is equal or better than their peers in order to close the gap between them.

To raise attainment in Mathematics for girls and to change attitudes to mathematical challenges

Further improve our dyslexia friendly environment

We will achieve these targets by

Providing suitable training, resources and equipment

Providing effective policies on behaviour management and SEN information report.

Evaluating our performance data for vulnerable groups of pupils to ensure that all pupils make the same progress regardless of gender, age and disability.

Seek support from services such as EMS or school to school support

Provide good subject leadership and teaching in Mathematics

Work closely with parents to ensure that they understand school expectations for involvement and that their voice is heard when school develops its provision for their child.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are

in line with the best advice available;

- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the school development plan regularly
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

The headteacher and chair of governors will be responsible for

- maintaining and sharing with all the staff details of those vulnerable pupils and how their needs will be met;
- ensuring the specific needs of staff members are addressed;
- gathering and analysing the information on outcomes of vulnerable pupils and staff;
- monitoring the response to reported incidents of a discriminatory nature.
- publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme - non-compliance will be dealt with by the Headteacher.

Reasonable adjustments the school makes as a matter of course

information is currently provided for disabled pupils & parents/carers in order for them to access it

- steps that have been taken to create communication friendly/dyslexia friendly environments;
- how the school operates a differentiated behaviour policy;
- the steps the school has taken to create provision maps for different areas of need
- how the school records adaptations to provision in individual/personalised provision maps;
- how the school involves pupils in planning provision;
- how the school develops case studies

Signed (Headteacher).....

Signed (Chair of Governors).....

Single Equality Scheme will be reviewed June 2017