



Providing the keys to success for every child

Whole School Policy on:

Equality Scheme

Head Teacher: Miss L Williams

Kent County Council

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1 Responsibility

The member of staff with responsibility for this policy is: Miss L Williams

2 Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

Palm Bay Primary School is committed to equal opportunities. Our school:

- Follows a philosophy that resists notions that ability is fixed.
- Offers a choice of learning challenges.
- Responds to children's diverse needs.
- Overcomes potential barriers to learning and assessment.

Palm Bay Primary School has high ambitions for pupils with Special Educational Needs and/or disabilities and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **eight guiding principles**:

2.1 All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious or non-religious affiliation or faith background.
- Whatever their sexual identity.

2.2 We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barriers and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.



- Gender so that the different needs and experiences of girls and boys and women and men are recognised.
- Religion, belief or faith background.
- Sexual identity.

2.3 We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relationships between disabled and non-disabled people and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment.

2.4 We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

2.5 We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys, women and men.



2.6 We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled.
- People from a wide range of ethnic, cultural and religious backgrounds.
- Both women and men and girls and boys.
- Gay people as well as straight.

2.7 Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled.
- People from a wide range of ethnic, cultural and religious backgrounds.
- Both women and men and girls and boys.
- Gay people as well as straight.

2.8 Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

3 Context

Palm Bay Primary School is an expanding school and will be a 2 form entry throughout from September 2015. We have waiting lists for all year groups. School is open from 7.45am (Breakfast Club) and there are regular after school clubs held on most evenings. The school hall is also used for community events several evenings a week and on certain weekends.

The school buildings are all on ground level with disabled access throughout the building, including toilets. The buildings are well maintained.



Characteristic	Total	Breakdown (and numbers)
Number of pupils	380	Female: 175 Male: 205
Number of staff	67	Female: 60 Male: 7
Number of Governors	11	Female: 9 Male: 2
Religious character	N/A	
Attainment on entry		Attainment on entry is broadly in-line with the national average
Mobility of school population		Mobility is low
Pupils eligible for Free School Meals	28	Female: 17 Male: 11
Deprivation factor	0.19	
Disabled staff	1	One female member of staff is profoundly deaf
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
Ethnic minority pupils	62	Female: 32 Male: 30
Ethnic minority staff	6	Female: 5 Male: 1
Pupils who speak English as an additional language	25	Female: 9 Male: 16 Home languages include: Arabic, Bengali, Chinese, Czech, German, Malayalam, Polish, Russian, Slovak, Spanish
Average attendance rate	96.36%	
Significant partnerships, extended provision etc.		Breakfast Club: 7.45 – 8.45am daily
Awards, accreditations, specialist status		Teaching School

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.



4 Legal Background

4.1 Public Sector Duties

We are committed to meeting the public sector equality duties (PSED).

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for staff only).

At Palm Bay Primary School we implement accessibility plans which are aimed at:

- Increasing the extent to which those with SEN and /or disability can participate in the curriculum.
- Improving the physical environment to enable those with SEN and /or disability to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to those with SEN and /or disability.

4.2 General Duties

Disability General Duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regards 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 Duties – Sex Discrimination Act as amended by the Equality Act 2006



We have a statutory duty to promote gender equality with due regards 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 regards 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 DfE 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.

4.3 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 5 (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.

Our School Equality Scheme will be published on our website. At Palm Bay Primary School we will publish information annually about Equality.



5 Roles and Responsibilities

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

5.1 Commitment to Implementation

- The Deputy Head retains overall responsibility for ensuring that the Action Plan is delivered effectively.
- Every 12 months, Managers and Key Staff will report to the Head Teacher on actions and progress.
- Every 12 months 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 is relates to there area of work.

Responsibility For:	Key Person:
Single Equality Scheme	Head Teacher
Disability Equality (including bullying incidents)	Head Teacher
SEN/LDD (including bullying incidents)	SENCO/Inclusion Manager
Looked After Children	SENCO/Inclusion Manager
Safeguarding & Vulnerable Children	SENCO/Inclusion Manager
Accessibility	Premises Governor / Health & Safety Committee
Gender Equality (including bullying incidents)	Head Teacher
Race Equality (including racist incidents)	Head Teacher
Equality & Diversity in curriculum content	All Teaching Staff
Equality & Diversity in pupil achievement	All Teaching Staff
Equality & Diversity – Behaviour & Exclusions	All Teaching Staff
Participation in all aspects of school life	All Staff
Impact Assessment	Head Teacher / Governors
Stakeholder Consultation	Head Teacher / Governors
Policy Review	Head Teacher / Governors
Communication & Publishing	Head Teacher / Website Manager



5.2 Commitment to Review

The School Equality Scheme will be aligned with the School Development Plan and the Accessibility Policy. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

5.3 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 four years – in which we will make proposals for future action.

5.4 Commitment to Action

Relating to:	Governors will:
Policy Development	<ul style="list-style-type: none">• Provide leadership and drive for the development and regular review of the school's equality and other policies.
Policy Implementation	<ul style="list-style-type: none">• Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies.• Highlight good practice and promote it throughout the school and wider community.
Behaviour	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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).



	Head Teacher and Senior Staff will:
Policy Development	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 the effective policy implementation.
Behaviour	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Ensure that the school carries out its statutory duties effectively.
	Line Managers will:
Policy Development	<ul style="list-style-type: none">• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
Policy Implementation	<ul style="list-style-type: none">• 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.
Behaviour	<ul style="list-style-type: none">• 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).
Public Sector Duties	<ul style="list-style-type: none">• Contribute to managing the implementation of the school's Equality Scheme.



	All Staff: Teaching and Non-Teaching will:
Policy Development	<ul style="list-style-type: none">• Contribute to consultations and reviews.• Raise issues with line managers which could contribute to policy review and development.
Policy Implementation	<ul style="list-style-type: none">• Maintain awareness of the school's current Equality Policy and procedures.• Implement the policy as it applies to staff and pupils.
Behaviour	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Contribute to the implementation of the school's Equality Scheme.

6 Stakeholder Consultation

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/carers and others with particular interest in the development of this scheme. We will continue to consult various stakeholders on the scheme and on our policies (see our Action Plan).

7 Impact Assessment

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 5 (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 Autumn Term.

8 Policy Review

This policy will be reviewed once every 4 years during Term 4.

The information will be updated annually during Term 4 and published on the school's website annually.

The next review of this policy is due: Spring Term 4, 2019.