

Warden House Primary School
Equality Scheme
2016-19



Created: January 2016

Approved by the Governing Body: March 2016

Review: Spring Term 2019

Introduction

Warden House Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce

or remove them, this includes analysis of progress for vulnerable groups and the impact of Pupil premium and Sports Premium funding.

- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation including body dysmorphia

The Act does not cover socio- economic circumstances as a protected characteristic; in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

1. Race Equality

Duties under the Race Relations (Amendment) Act 2000 require the Governing Body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

To meet this requirement the Governing Body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- record racist incidents and report them to the local authority on a regular basis.

2. Disability Equality

Duties under Part 5A of the DDA 2005 require the Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the Governing Body to plan (the Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

3. Gender Equality

Duties under the Equality Act 2006 require the Governing Body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the Governing Body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing Body will revise and review the plan every 3 years and report on progress annually.

Purpose of the Equality Scheme

The purpose of the school's Equality Scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school. In order to do this the school will

Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.

Elements of the duties are:

1. Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups.
2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation and religion or beliefs.
3. Promote positive attitudes towards disabled people.
4. Encourage participation of disabled pupils, parents, staff and carers.
5. Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Action by School Leadership Team (SLT) responsible for the Equality Scheme:

- Raise awareness of elements of the duties with all staff, governors, parents and pupils.
- Refer to 'Implementing the DDA in Schools' published by the Disability Rights Commission
- Ensure understanding of the broad definition of disability within the DDA.
- Encourage disclosure of disability by pupils, parents, staff and other users of the school. (See p12 and 22 of DFES draft guidance)
- Create separate action plans for each equality duty highlighting links as appropriate.
- Set up working party, membership to include:
 - SLT member
 - Governor
 - Parent with interest in or experience of disability issues
 - Staff representative with an interest in disability or experience of disability issues.
 - SENCO

The Key Functions of the Working Party will be:

- To ensure the involvement of disabled pupils, parents/carers and staff regarding the disability equality duty.
- To arrange for the gathering of information.
- To consider arrangements for race, disability and gender impact assessments.

The Governing Body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as someone who has:

‘A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Involvement of pupils, staff, parents and other users of the school.

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure the involvement of a range of people and hear a range of views to meet the disability, gender and race equality duties.

The views of the pupils, staff, parents and other users of the school will be used to set priorities.

Information gathering

The collection of information is crucial to supporting Warden House in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school us identify which of our priorities have been achieved.

Information to be gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Education opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Identify disabled pupils, parents, carers, staff and other users of the school to develop the Scheme(All efforts to be made to collect information)
- The working party will recommend about how the information is to be held in school, and how it interlinks with other registers. Confidentiality and need to know clauses are required.
- Pupil progress analysed by gender
- Bullying and harassment on the grounds of gender, disability and race.

Impact assessments.

Impact assessments refers to the review of all current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up

with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

Identifying the main priorities for the school's scheme and deciding the actions

The priorities for the Warden House School scheme will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff parents that have been involved in the development of the scheme.

Some of the priorities identified may include:

Eliminating discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication and access to information.

Eliminating harassment

Bullying is more prevalent than is often thought. Schools may need to:

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

Promoting positive attitudes

Positive attitudes to disability can be promoted in a variety of ways, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

Encouraging participation in public life

Disabled pupils, staff and parents will be encouraged to participate where:

- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Often these steps may look very much like reasonable adjustments, but the main focus is likely to be on policy rather than the individual pupil, member of staff or individual parent. Action might include:

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making it happen

Implementation

The Scheme will be supported by individual action plans relating to disability, gender and race equality and be incorporated into the School Improvement Plan, with oversight by the Governing Body so that progress can be checked.

The Action plans will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The Scheme will incorporate the reviewed Accessibility Plan of 2009 into the disability equality action plan.

The school will evaluate the effectiveness of the Scheme with its School Improvement Partner and Ofsted when the school is inspected

Publication

The working party will decide how best to publish the Equality Scheme either as a separate document or as part of the School Improvement Plan. The school will provide a copy for anyone asking for it in a range of formats.

Reporting

The school will report annually on the progress made on the action plans and its effect on policy and practice within the school.

Reviewing and revising the scheme

As part of the review of the Scheme, the school will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents, diverse racial groups and both genders.

The review of the Scheme will inform its revision; how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve pupils, staff and parents; and
- be based on information that the school has gathered.