



Preston Primary School

Single Equality Scheme

Reviewed by Staff	March 2016
Approved by Governors	November 2016
To be Reviewed	March 2019

Mission Statement

At Preston Primary School we welcome every child

Children are at the heart of our school and as such we provide a caring environment where everyone is special.

We nurture pupils to achieve fullness of life through discovering and developing their social skills, academic and wider talents and by putting before them challenging and realistic goals.

We attach a high priority to the strong links between school, home, Governors and the wider community.

We promote an attitude of mutual respect and responsibility within a welcoming, attractive and stimulating environment.

Introduction

Preston Primary school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality Scheme brings together the school's approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community.

Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this.

In accordance with "Public Sector Equality Duty" we have adopted a proactive approach to equality. This means that we will:

- ✓ Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- ✓ Make changes to ensure that any areas of potential inequality are eliminated. Potential areas are:
 - Disability
 - Gender reassignment
 - Race
 - Religion or Belief
 - Gender

- Sexual Orientation
- Age
- Pregnancy and Maternity

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Governing Body.

Policy Aims

- The school acknowledges and welcomes diversity among pupils, staff and visitors
- We will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child
- Provide quality learning experiences and activities which are differentiated to cater for individual needs
- Celebrate success and achievement to promote positive self esteem and aspirations
- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- School is opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests to religious observance and practice.
- We ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.
- Encourage and develop greater parental involvement and support for our school to accomplish these aims we need to work closely with families.
- The education of young children should be promoted through a partnership in which both the home and the school play their parts to the full in order to raise standards of achievement and develop the child as a successful individual.

School Context

Preston Primary School is situated to the south of Stockton-on-Tees in the small parish of Preston-on-Tees. The school is a smaller than average 3 – 11 primary school, founded in 1907. There are currently 217 pupils on roll including Nursery (184 without). Normally, few pupils come and go other than at the usual starting and leaving times. Attendance is slightly above national at 96.5%

The school is highly regarded for its work with SEND pupils. Currently 9.9% of pupils are on the SEN support register with 0.9% supported through EHCP or Statements. Most pupils receiving additional support have identified needs under the SEND code of practice (2015).

Meeting our Duties

General duties

Under the statutory duties, all schools have “General Duty” to

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- ✓ Advance equality of opportunity between persons who share a protected characteristics and persons who do not share it;

This means:

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relationships between persons who share a protected characteristic and persons who do not share it as shown in the school’s Inclusion Policy

Collecting and Analysing Equality Information for Pupils

Preston Primary is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.

We collect information on our pupils including on the school data base (SIMS):

- ✓ Attainment levels
- ✓ Attendance levels
- ✓ Exclusions
- ✓ Complaints of bullying and harassment
- ✓ Complaints of racism

The Governing Body receives information on racist incidents, exclusions and bullying termly. Groups of pupils are tracked within the schools data report termly to ensure that all groups of pupils achieve.

Collecting and Analysing Equality Information for Employment and Governance

Preston Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

We collect and analyse the following information on our staff and governors:

- ✓ Applicants for employment
- ✓ Staff profile
- ✓ Attendance on training events
- ✓ Disciplinary and Grievance cases
- ✓ Staff performance management.

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of information Act 2000 and the Data Protection Act 1998 any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Consultation

The Single Equality scheme highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success.

Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact or effect of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of minority groups. Where negative impacts are identified, we will take steps to deal with this and to ensure equality of service to all.

An inventory of existing policies has been undertaken and there is an on-going rolling programme of policy reviews.

Relevant School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- ✓ Accessibility plan
- ✓ Behaviour Policy
- ✓ SEND policy
- ✓ Teaching and Learning Policy
- ✓ Promotion of British Values

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher will: ensure that staff and parents are informed about the Single Equality Scheme and that it is implemented effectively and report to the Governing Body at least annually, on the effectiveness of the scheme

The Governing Body will: support the Head Teacher in implementing any actions necessary and evaluate and review this scheme as necessary

The Senior Leadership Team will: have general responsibility for supporting other staff in implementing this scheme and provide a lead in the dissemination of information relating to the scheme

Parents/Carers will: have access to the scheme and be encouraged to support the scheme. They will 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

Pupils will: be made aware of any relevant part of the scheme, appropriate to age and ability

Commissioning and Procurement

The school, as required by law, will 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 School Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- ✓ School website
- ✓ Staff induction

Annual Review of Progress

The governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation.

Consideration will be given to:

- ✓ The results of our information gathering activities for race, disability and gender and what we have done with this information
- ✓ An update of the progress made against priorities

If anyone would like to make a complaint with regards to this policy or any of the appendices, please follow the school complaints policy.



Preston Primary School

Accessibility Plan 2016-19



Improving access to the physical environment

Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
1) Create access plans for individual disabled children as part of IEP process	SENDCO	On going as necessary	Headteacher, SENDCo and SEND governor	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	SEND subject coordinator file Individual IEPs	
2) Provide information and training on disability equality for all staff.	Headteacher/governing body	On going as necessary	Headteacher, SENDCo	Raised confidence of staff and governors in commitment to meet access needs.	Minutes of CPD	
3) Ensure furniture is wheelchair accessible and waiting chairs are available for visitors	Caretaker	Ongoing	SLT SENDCo	Disabled parents/carers visitors feel more welcome.	Environment walk feedback.	

4) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	SENDCO	Ongoing	SLT SENDCo	Disabled parents/carers visitors feel more welcome.	Environment walk feedback	
5) Ensure that all signs are replaced if they are broken/out of date/ irrelevant as and when building changes occur.	Caretaker	Ongoing	SENDCo	Visually impaired people feel safe in the grounds.	Environment walk feedback	
6) Develop a system to ensure all staff are aware of their responsibilities for evacuating vulnerable pupils (see SEN information pack for staff)	SENDCO Headteacher / governing body	By July 2016 By July 2016	Headteacher	All vulnerable children and staff working with them are safe and confident in event of fire.	Evacuation booklet	

Improving access to the curriculum

Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
1) Undertake audit of staff training needs on curriculum differentiation.	SENDCO	Initial audit by December 2016	SENDCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.	Completed audit	
2) Assign day to training identified e.g. dyslexia, differentiation, alternative recording	SENDCO	Ongoing	SENDCo / Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.	PD day minutes CPD diaries	
3) Develop a parent's working party group, enabling parental views on SEN changes over time.	SENDCO/SEND Governor	From June 2016	SENDCO/SEND Governor	Clearer views on Parent voice in relation to inclusivity in all aspects of school life.	Minutes of meetings	
4) Develop a pupil group to ensure pupil voice is listened to and reflected upon for accessibility for all pupils in all aspects of school life.	SENDCO/SEND Governor	From June 2016	SENDCO/SEND Governor	Clearer views on Pupil voice in relation to inclusivity in all aspects of school life.	Minutes of meetings	

5) Review information to parents/carers to ensure it is accessible	SENDCO/SEND Governor	From June 2016	SENDCO/SEND Governor	Clearer views on Parent voice in relation to inclusivity in all aspects of school life.	Minutes of meeting where questions are asked	
6) Develop links with local SEND schools/ARPs to improve understanding of curriculum and Organise opportunities for staff to observe when appropriate at local schools.	SENDCO	From 2016-19	SENDCO	Increased confidence of staff in developing their knowledge of SEND curriculum and systems.	Collaboration forms	

Improving access to information

Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
1) Review all signs in school to include Makaton Symbols Gradually add symbols to existing signs starting in EY/KS1 areas and increase as pupil moves through school.	EY and KS1 staff	2016-19	SLT	Everyone can understand signage and find way around school.	Environment walk findings	
2). Encourage pupils to express their access	All staff	2016-19	SENDCo	Children able to articulate their access	SENDCo file	

needs and explore learning styles in Preston curriculum.				needs and understand their own learning styles.		
3) Establish some basic British Sign Language within the school, e.g. a school song, greetings in Preston curriculum.	All staff	2016-19	SENDCo	Children who are beginning to use BSL feel included in all school activity.	SENDCo file	



Preston Primary School

Single Equality Action Plan 2016-19



Generic Action Points						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
Teacher's planning will provide opportunities for all pupils to take part and achieve	All staff	Ongoing	SLT / Governors	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy school.	Work scrutiny audits	
Tracking analysis identifies groups and monitors progress for parity across different group	Deputy Head	Termly	Headteacher / Governors	All children will make appropriate progress. Evidence of 'closing the gap' in attainment and progress	Termly data reports	
Monitor attendance data to ensure that trends do not indicate any group is attending less than any other	Headteacher and office staff	Termly	Headteacher and Governing body	All children will attend regularly and be on time	Minutes of SIC meetings	
Monitor rewards given to ensure that there is equality	Class teachers	Ongoing	Headteacher	All children will have equal opportunity to attain rewards for behaviour and work.	Wall of fame Class teachers logs	
Monitor sanctions given to ensure that there is equality	Class teachers	Ongoing	Headteacher	Staff use sanctions appropriately as outlined in behaviour policy	Think sheets	

Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	Governing Body	Annually	Governing body	All applicants have an equal opportunity regarding employment in the school	Interview criteria and scoring sheets	
Monitor promotion procedures to ensure equality of opportunity for all	Governing Body	Annually	Governing body – pay committee	All applicants have an equal opportunity regarding promotion in the school	Minutes of pay committee	
Monitor staff disciplinary, grievance and competency procedures to ensure equality of opportunity for all	Governing Body	Annually	Governing body	All staff receive an equal process regarding sanctions within the school	Governing body minutes	

Disability Action Points						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
Ensure that we ask all staff / children / parent / carer access needs when joining the school and how they would like to receive information	All staff when receiving new children Office staff	Ongoing when a new member joins the school	Headteacher Staff	Access needs of all attending working and visiting will be met.	SIMS database	
Consider all adult needs individually e.g. poor eyesight, poor literacy skills etc. and respond appropriately	All staff	Ongoing	Governing Body	Parents with individual needs are sensitively assisted and met		
Continue liaison with preschool providers	Early Years staff	Ongoing	Early Year Lead	Staff will have knowledge of every child's needs before start date so that appropriate provision is offered	Early Years team minutes	
List of children who have special dietary needs	School staff Office staff Kitchen staff	Ongoing	Headteacher	Children with dietary needs can access school lunches.	Dietary list in place	
List of children who have special medical or toileting needs	School staff Office staff	Ongoing	Headteacher	Medical plans in place and followed by all	Medical plans	
Ensure that all school visits are accessible to all pupils	Class teacher SENDCo	All visits planned Ongoing	Headteacher SENDCo	All children will be able to access educational visits	Risk assessments	
Provide information about the school site and facilities available	Headteacher Office staff	Ongoing	Governing Body	Visitors can access information via websites and through school communication	Letters file Website	

Gender action points						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
Challenge stereotyping of gender roles in society	All staff	Ongoing	Headteacher	Children aware that roles in society are not gender specific	Pupil voice notes	
Adult language to challenge gender stereotypes	All staff	Ongoing	Headteacher	Staff conversations show respect for equal gender opportunities		
Equal opportunities within the curriculum for girls and boys	All staff	Ongoing	Headteacher SLT	Boys and girls equally engaged	Lesson observation file	
Out of school activities to promote ideal that anyone can participate regardless of gender	Headteacher SLT	Ongoing	Headteacher	A range of activities which are equally attended by girls and boys	Register for out of school activities	
To call children by a preferred name, even if this is not as given at birth	All staff	Ongoing	Headteacher Office staff	All children will be called by their preferred name in school	SIMs system	
To have a non gender specific toilet available for use by children	All staff	Ongoing	All staff	Children who are not comfortable in using a gender assigned toilet will be able to access appropriate facilities		

Racial equality action point						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
Ensure that all parents, carers, children and staff know language needs of new families in school	Office staff	Ongoing	Headteacher	Language needs of all stakeholders are catered for	SIMs system	
Staff are aware of racial incident forms	All staff	Ongoing	Headteacher Governing body	Racial incidents successfully identified and acted upon	Racial incident returns forms	
Monitor the curriculum to ensure resources are carefully chosen to celebrate cultural diversity	Key Stage Leaders	Ongoing	Headteacher	A diverse curriculum will be accessed by the children	Curriculum planning	
Raise awareness of cultural diversity through visits and visitors as appropriate	Teachers	Ongoing	Headteacher	Children have a balance of experiences which reflect the diversity of our society.	Headteachers report to governors	

Religion or belief equality action plan						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	All staff	Ongoing	RE coordinator	Children understand that children have different faiths and beliefs and this diversity is celebrated	RE coordinator file	
Build in opportunities to explore practices and celebrations of different faiths and cultures	All staff	Ongoing	RE coordinator	Children can talk about the relevant festivals and practices in different faiths and cultures	RE long term plan	
Monitor the curriculum to ensure resources chosen celebrate different lifestyles e.g. travellers	All staff	Ongoing	RE coordinator	Curriculum and classroom opportunities to value children with different heritages.	Planning files	
Follow the locally agreed syllabus to ensure that a cross representation of all religions within the LA guidelines are taught	All staff	Ongoing	RE coordinator	The children will acquire knowledge about a range of religious beliefs	RE long term plan	

Other Equality Issues						
Actions	By Whom	Timescale	Monitoring and Evaluation	Outcomes	Evidence base	Monitoring
To ensure the children have experience of different types of families, e.g.	All staff	Ongoing	Headteacher	Different make up of families will be explored as part of the belonging identity of the curriculum.	Teacher's planning	
To ensure that any instances of homophobic language or bullying are recorded within the complaints register	Headteacher	Ongoing	Governors	Governors will be informed of any instances of homophobic behaviour and recorded and dealt with appropriately	Head teacher's report to governors	
To ensure that school is able to respond to the needs of any equality issues that arise e.g. transgender, pregnancy or maternity	Headteacher	Ongoing	Governors	Any equality issues will be dealt with effectively and an appropriate plan put in place.	Head teacher's report to governors	