

# ROSLEY CE SCHOOL



# EQUALITY POLICY & SINGLE EQUALITY SCHEME

## 2017-2021

Approved by: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

## EQUALITY POLICY STATEMENT

At Rosley CE School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Rosley CE School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the 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, the 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

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Governing Body annually.

Signed: \_\_\_\_\_ (Head teacher) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Goves) Date: \_\_\_\_\_

## **PART 1- SINGLE EQUALITY SCHEME**

### **1. Aims of the Single Equality Scheme**

- To articulate this 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

### **2. Purpose of the Equality Scheme**

This Equality Scheme is our 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 A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan (See Appendix B)
- 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 group of pupils.

### **3. Planning to Eliminate Discrimination and Promote Equality of Opportunity**

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. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. (See Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

The Objectives and action plan replace the school's Disability Accessibility Plan (previously required under the planning duties in the Disability Discrimination Act) as it sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Governors, staff and others in the community.

This action plan is understood and implemented by all staff and is available on the school website/on request. It will be made available in different formats and in different languages on request to the school office.

#### **4. Roles and Responsibilities for Implementing the Single Equality Scheme**

##### ***The Governing Body will:***

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish that the action plans arising from the Scheme are part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the Scheme every three years;
- evaluate the objectives and action plan yearly.

##### ***The Head teacher will:***

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the staff are kept up to date with any development affecting the Scheme/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 the assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of racism in accordance with the Equality Act and LA guidance;

- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc..

***All Staff: teaching and non-teaching and Other Adults involved with our School 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;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- 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;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

***Pupils will:***

- be involved in the development of the Scheme and will understand how it relates to them, 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 our school promotes understanding and supports pupils who are experiencing discrimination.

## **5. School Aims Statements**

### ***Staffing and Employment***

Rosley CE School complies fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the

application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;

- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

### ***Pupils' Attainment and Progress***

Rosley CE School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### ***Curriculum Development and Delivery***

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

### ***Pupil Welfare and Pastoral Care***

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;

- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Headteacher relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

### ***The Quality of Provision – Curriculum and Other Activities***

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils with special educational needs
  - pupils with a disability
  - pupils who are looked after by the Local Authority
  - pupils who at a risk of disaffection and exclusion
  - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (web sites and the VLE) to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

### ***Behaviour and Attendance***

Rosley CE School expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;

### ***Partnership with Pupils, Parents, Carers and the Wider Community***

Rosley CE School has established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

### ***Leadership and Management***

Rosley CE School has a clear admissions policy and procedures which are in line with those issued by Cumbria LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;

- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

### ***Linguistic Diversity***

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

### ***Gender Equality***

Rosley CE School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

### ***Admissions and Exclusions***

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

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- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

## PART 2

### Rosley CE School – Single Equality Scheme Objectives

#### 1. Our School Profile

Rosley CE School is a Church of England Voluntary Aided School. The number on roll is currently 71 pupils. This has increased since September 2016 when it was 65. Children are attracted to our school because of its reputation and its extended school facilities. We have a breakfast club which operates from 8.00 a.m. each morning and an after-school club which operates to 5.30p.m. each evening. We operate a holiday club during 2 weeks during the summer holidays. Over an average week, 52% of the pupils use both the breakfast club and the after-school club. The percentage of pupils taking free school meals (FSM) is 6%, well below the national average of 17.3% (June 2010 DfE stats). 14% of our pupils have special educational needs. 48% of our pupils are girls and 52% are boys. The majority of our pupils are white British. We have a number of children who have specific medical needs.

The majority of our pupils enter the school from private nurseries or other settings other than the home. In the term prior to starting school in September, all children who had applied to the school for a place were offered visits to the school for a number of morning sessions. This allowed them to settle into the school environment and allowed the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships prior to the start of the new school year.

Our catchment area takes in the villages of Rosley and several other small rural villages, hamlets and isolated farms. We also have children attending who live in Wigton, Thursby, Dalston and Carlisle. There are few amenities available locally.

We have never had problems attracting staff and currently have a full teaching staff complement. We currently have 2 full-time teachers and 3 part-time teachers. The headteacher also teaches 0.5 FTE. We have 1 part-time teaching assistant and 1 part-time School Business Manager.

The Governing Body deals with admissions to the school. The school has fully ramped access and is level throughout the building enabling access to any wheelchair users. Our reception area is accessible to disabled people. We have one disabled toilet for use by those pupils who need personal care whilst at school.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

## 2. Disability Equality Duties

Rosley CE School's commitment to disabled pupils, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Please refer to our Access Plan in Appendix B.

## 3. Racial Equality Duty and Community Cohesion

Rosley CE School recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;

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- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

Please refer to action plan for further considerations.

### **4. Gender Equality Duties**

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

We monitor the achievement of girls and boys through cohort analysis during pupil progress meetings and address issues when they are seen to arise.

In 2016-17 we are prioritising boys' writing as an area for improvement through choice of materials and stimulus for writing projects. The equality of gender is reinforced throughout the school day in equal opportunities offered to children, expectations and the treatment of boys and girls alike. During lessons such as PSHE, gender equality issues are discussed and bias and stereotyping are dealt with sensitively. In areas such as history topics including the Victorians, the unequal treatment of women is discussed and reforms leading to equality are celebrated.

At playtimes and in PE, boys and girls are both encouraged to participate in games and sports that traditionally may have been viewed as gender-specific.

### **5. Religion and Belief Equality Duties**

Rosley CE School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

We hold a daily act of Collective Worship which parents have the right to withdrawal of their children on the basis of religious grounds if they so wish.

During Religious Education teachers are careful to teach about other world faiths in a positive light and promote freedom of choice of religious beliefs, whilst emphasising the Christian values and ethos of our own school.

The following policies will be Equality Impact Assessed at their next date of review:

- SEND (Special Educational Needs and Disabilities)
- SRE (Sex and Relationships Education)
- Access Plan
- Child Protection & Procedures
- EYFS (Early Years & Foundation Stage)
- Behaviour
- Supporting Medical Needs
- RE & Collective Worship

## **6. Sexual Orientation Equality Duties**

Rosley CE School is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

We have historically had parents of same-sex partnerships and staff, children and parents worked together without any form of discrimination. Where questions ever arose from children, these were dealt with promptly and sensitively without derogatory comments or homophobic bias. Our materials for the teaching of SRE includes a brief reference to a same-sex couple and the class teacher deals with questions relating to this positively.

Homophobic bullying and language is dealt with by the headteacher and parents are contacted in arising cases.

## **7. Publication of the Single Equality Scheme**

Rosley CE School Single Equality Scheme is published as a separate document and is available on request.

This will be available as a paper copy in school and published on the school website. Copies of the Scheme are available on request from school including in large print format. In the case of Braille copies or alternative language copies being requested, we will address this issue as a priority.

## **8. Complaints**

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

## Part 3 – Equality Objectives/Action Plan – 2017 - 2021

### Equality Objectives/Action Plan for :

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects each individual	All staff and Governors	March 2017– December 2017	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils/students with behavioural, emotional and social difficulties	Improved ability by pupils to handle difficult situations	Pupils/students with BESD	CPD to enable staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	HT & PSHE co-ordinator	September 2017 – July 2018	Improved classroom behaviour.
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Cumbria and the diversity within it.  Increased positive attitudes towards disabled people	All year groups	Continue to look into setting up school link with another school in a different part of North West England with differing population make-up  Make use of disability images pack	HT	June 2017 – June 2019	Contact made with school
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All year groups	Work in conjunction with older members of the community – flower festival, lunch club etc. where opportunities arise	Class teachers	May 2017 – on-going	Improve relationships with older members of the community

Date Action Agreed: 22.03.17

Date Agreed for Review: 22.03.21

# Equality Impact Assessment – Single Equality Scheme

<b>1. Identify the aims of the policy/procedure/service/function and how it is implemented.</b>			
	<b>Key Questions</b>	<b>Answers/Notes</b>	<b>Actions required</b>
1.1	Is this an existing or new Policy/Procedure?	Yes	Ratification by Governing Body
1.2	Who defines or defined the Policy/Procedure?	Governors & Headteacher on the advice of Kym Allen – Health & Safety Consultants	
1.3	What is the objective or purpose of the Policy/Procedure?	This Equality Scheme is our school’s response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity	
1.4	In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?  <ul style="list-style-type: none"> <li>• Disability</li> <li>• Gender</li> <li>• Race</li> <li>• Religion and/or belief</li> <li>• Age (in relation to staff recruitment /selection)</li> <li>• Sexual orientation</li> <li>• Gender reassignment</li> <li>• Pregnancy and maternity</li> <li>• Marriage and Civil Partnership</li> </ul>	No	
<b>2. Assessment of Impact</b>			
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?	No	

**NEXT STEPS/ACTIONS:**

Review after 3 years or as necessary if there are arising issues/situations

## ACCESS PLAN CHECKLIST ROSLEY CE SCHOOL

Name(s) of Inspector(s): Stephanie Wilson

Date of Inspection: 20 March 2017

	Y/N/NA	Remedial Action	Responsibility	Priority	Costs	Date Completed
<b>PHYSICAL ACCESS</b>						
<i>Layout of school allows access for all pupils:</i>						
Academic areas including classrooms, hall, library	Y					
Sporting areas e.g. Village hall, pavilion, outdoor areas	Y					
Social areas e.g. dining hall, reception	Y					
Play areas e.g. playground, field, FS area	Y	Portable ramp needed to conservatory if wheelchair access required	SW	L	£60	
Pupil arrival and dispersal areas e.g. village hall car park	Y					
General e.g. signs, décor, lighting, alarms	Y					
<b>CURRICULUM ACCESS</b>						
Teachers & TAs have the necessary training to teach and support pupils with a range of disabilities	Y	Specific training to be undertaken as and when necessary	SW	M	£150/day course £150 supply	
Classrooms are optimally organised for disabled pupils	Y					
Lessons provide opportunities for all pupils to achieve	Y					
A wide range of resources are used to provide opportunities for all pupils to achieve	Y					

APPENDIX B

	Y/N/NA	Remedial Action	Responsibility	Priority	Costs	Date Completed
Teacher &TA time is timetabled and planned for, to ensure it is used effectively in helping pupils achieve.	Y					
All pupils are encouraged to take part in the full range of curriculum subjects, as well as enrichment activities.	Y					
Staff recognise and plan for the additional time and effort needed by some pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Y					
All staff plan for additional time required by some disabled pupils to use equipment	Y					
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Y					
Staff are aware that ICT equipment can be fitted with additional software/hardware to allow access for disabled pupils	Y					
School visits are accessible to all pupils, regardless of attainment or impairment	Y					
All staff have high expectations for all pupils	Y					
All staff strive to remove barriers to learning and participation	Y					
<b>ACCESS TO INFORMATION</b>						
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Y					

APPENDIX B

	Y/N/NA	Remedial Action	Responsibility	Priority	Costs	Date Completed
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans size 12 or larger on buff paper	Y					
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Y					
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Y					

## ACCESS PLAN EVIDENCE ROSLEY CE SCHOOL

Name(s) of Inspector(s): Stephanie Wilson

Date of Inspection: 20.03.17

	EVIDENCE
<b>PHYSICAL ACCESS</b>	
<i>Layout of school allows access for all pupils:</i>	
Academic areas including classrooms, hall, library	<p>There are no barriers to access caused by doorways, stairs and steps. Pupils who use wheelchairs can move freely around school.</p> <p>Doors which have a spring to make them shut automatically can be hooked or wedged open to allow wheelchairs to pass through (but must be unsecured immediately afterwards if they are fire doors).</p> <p>Doorways, corridors and walkways are kept clutter-free.</p> <p>Doors and handles are painted in contrasting colours.</p> <p>Our disabled toilet has sufficient room to accommodate a hoist and changing bed if needed.</p>
Sporting areas e.g. Village hall, pavilion, outdoor areas	<p>Access to and within the Village Hall is unimpeded by doorways, stairs and steps.</p> <p>Access to the school field is unimpeded by doorways, stairs and steps. The pavilion has a ramp for wheelchair access.</p>
Social areas e.g. dining hall, reception	<p>There are no barriers to access caused by doorways, stairs and steps.</p> <p>Ensure that dining tables are placed far enough apart to allow wheelchair access when necessary.</p>
Play areas e.g. playground, field, FS area	<p>Pathways around school are safe and clutter-free.</p> <p>Posts are painted in contrasting colours.</p> <p>Ramped entrances at the cloakroom doors ensure wheelchair access.</p>
Pupil arrival and dispersal areas e.g. village hall car park	<p>Parking arrangements are logical and safe when used correctly by parents</p>
General e.g. signs, décor, lighting, alarms	<p>Signs are uncomplicated, and unambiguous.</p> <p>School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p> <p>All areas are well lit.</p> <p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p> <p>Furniture and equipment selected, adjusted and located appropriately.</p>

	EVIDENCE
<b>CURRICULUM ACCESS</b>	
Teachers & TAs have the necessary training to teach and support pupils with a range of disabilities	Staff CPD File records training undertaken by staff in relation to specific needs within the setting.
Classrooms are optimally organised for disabled pupils	Staff arrange furniture and resources to serve the needs of pupils within the setting.
Lessons provide opportunities for all pupils to achieve	Strategies used are highlighted in planning and IEPs
A wide range of resources are used to provide opportunities for all pupils to achieve	Resources used are highlighted in planning and IEPs
Teacher & TA time is timetabled and planned for, to ensure it is used effectively in helping pupils achieve.	The roles of the adults within the setting are highlighted in planning and IEPs
All pupils are encouraged to take part in the full range of curriculum subjects, as well as enrichment activities.	Evidenced in planning and IEPs, photographs of class and school events, pupil questionnaires
Staff recognise and plan for the additional time and effort needed by some pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Evidenced in planning and IEPs
All staff plan for additional time required by some disabled pupils to use equipment	Evidenced in planning and IEPs
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Evidenced in planning and IEPs
Staff are aware that ICT equipment can be fitted with additional software/hardware to allow access for disabled pupils	Evidenced in planning and IEPs
School visits are accessible to all pupils, regardless of attainment or impairment	Evidenced in planning, IEPs, risk assessments
All staff have high expectations for all pupils	Evidenced in planning, IEPs, pupil work, photographs of class and school events, pupil questionnaires, parent questionnaires

	EVIDENCE
All staff strive to remove barriers to learning and participation	Evidenced in planning, IEPs, pupil work, photographs of class and school events, pupil questionnaires, parent questionnaires
<b>ACCESS TO INFORMATION</b>	
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Liaison with Cumbria Deaf Association re parents with hearing difficulties
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans size 12 or larger. On buff paper where requested.	Examples of letters sent to parents Pages on school website
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Liaison with Cumbria Deaf Association re parents with hearing difficulties
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc.	Methods of presentation are highlighted in teacher planning, notes for meetings etc.