

BOUGHTON-UNDER-BLEAN & DUNKIRK PRIMARY SCHOOL



EQUALITY SCHEME

September 2017
Review Date: September 2018

Signed.....Chair of Governors

'Dream, Believe, Achieve Together'

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

These are then underpinned by our learning values.

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind.

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Section 1 - Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

*Provide a warm, friendly, caring, stimulating environment where children can develop self-confidence and increase their self-esteem and where they can enjoy learning and feel happy and secure.

*Help the children reach their full potential academically, physically, socially and morally by providing a lively and enthusiastic atmosphere and a curriculum that caters for individual needs.

*Encourage good working habits so that all children achieve their best.

*Help children develop a sense of responsibility and tolerance towards others and respect the school environment and the local community.

*Help children widen their interests by encouraging them to participate in a variety of activities.

Section 2 - School profile and values

Our school context:

Boughton-under-Blean & Dunkirk Primary School is situated in the village of Boughton-under-Blean in Kent.

Our community come from the surrounding villages, Faversham and Whitstable.

This area is home to some members of diverse ethnic minority communities.

At September 2016:

Our pupil population comprises 115 boys and 112 girls.

- 2 children White Western European
- 6 children White Eastern European
- 3 child white and any other ethnic group
- 2 child White and Black Caribbean
- 4 children White & any other Asian background
- 1 Gypsy Roma
- 209 Remaining pupils are White British or declined to give answer.

Our staff population comprises 5 men and 42 women.

- 47 White British

Our Governing Body comprises 4 men and 8 women from a cross section of the local community, representative of the majority, with diversity of age spanning 5 decades.

Governors have a clear awareness of the composition of the local society which we serve.

- We are committed to:
 - Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
 - Positively promoting race, disability and gender equality.
 - Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
 - Promoting equality of opportunity for all.

Roles and responsibilities, commitment and accountability

The policy will mainstream equality issues by:

- Integrating equality issues into all our key policies, and performance management framework;
- Ensuring that the School's planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on any issues.
- Ensuring that we engage transparently with stakeholders in delivering our aims.

Section 3 - The Race Duty

Race

The School recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. The School will take all necessary measures to prevent and tackle racial harassment and assist people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Where necessary encourage dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting 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 learners and their families;
- Where necessary encourage learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Include the active participation of minority communities in shaping the future of our school;
- Ensure the school staff understand the principles of good race relations.
- Ensure the policy is also part of our planning.

We have developed a Racial incidents reporting scheme which will be monitored, evaluated and used as a basis for developing future plans.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, 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;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- 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 learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school.
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

Disability Equality Duty.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.

We plan to help the education for disabled pupils by:

- Maximising the extent to which disabled learners can participate in the school curriculum.
- Positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.

- Our School's Accessibility Plan has been largely carried out, the physical layout of the building and disabled access to the curriculum have been maximised but we remain reactive to new challenges.
- Disabled children and adults with care professionals will have input to all of our school DDA schemes.
- Increased access to education for disabled learners is dealt with reactively in our school.
- Equal opportunities for disabled employees and other school users are planned on a needs basis.

Section 5 - The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment and domestic violence.

Where necessary the School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

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.

- Issues around gender violence and domestic violence are tackled within the Safeguarding measures in place within the school.
- Provision in classroom based lessons on gender issues such as sexual bullying, sexual exploitation are included in the PHSE lessons.

Section 6 - Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong.

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 actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Section 7 - Sexual Orientation

The School is committed to removing discrimination faced by lesbians, gay men and bisexual people.

We will respect the rights of individuals to be open about their sexual orientation. We wish to challenge homophobia and stereotyping and improve knowledge.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active 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 Local Authority Guidance and notify complainants of the outcome and actions taken.

Section 8 - Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Section 9 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying policy and E-Safety policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service.

- We record all incidents in school
- We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues.

Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

- Equal opportunities good practice principles are applied to;
 - Arrangements for recruitment and selection
 - Selection process that we use
 - Arrangements for training and developing staff
 - Performance appraisal systems
- In the event of issue, we monitor, record and take action on;
 - Grievance
 - Disciplinary
 - Harassment
 - Discrimination

Section 11 - Equality Impact Assessments

We regularly review key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a

“positive, negative or neutral impact” on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people’s religion or belief, sexual orientation or age. We follow the Council guidance.

- Current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from Black, Asian and minority ethnic communities.
 - *Admissions and Transfer*
 - *Attendance*
 - *Curriculum*
 - *Uniform*
 - *Every Child Matters objectives*
 - *National Healthy School Status*
 - *Behaviour (including exclusions)*
 - *Sports*
 - *Anti-bullying, harassment and Discriminatory policy*
 - *Domestic Violence and pastoral support*
 - *School trips*

Section 12 - Consultation and Information

We would involve the following stakeholders (i.e. pupils, staff, parents and governors) in the preparation of the scheme.

- Specific guidance from the building surveyor if necessary, Occupational Therapy and the Local Authority was taken to achieve our disability objectives as well as those for religion and belief and age.
- Specialised expert advice has been sought where and when required to overcome specific difficulties. This has been provided by the L.A., health agencies and many other agencies. Language and communication barriers have been addressed with the help of the L.A.
- Dialogue and good advanced planning have maintained good working relationships between the school and disabled pupils, staff and parents.

The school ensures that we consult with pupils, staff, governors, parents through regular questionnaires.

Section 13 - Equality Scheme Objectives

Objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

- *Because of Boughton-under-Blean & Dunkirk School's geographical situation, emphasis is put upon learning about other religions, cultures and races.*

Section 14 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

- All relevant incidents or trends are reported to the full governor meetings for evaluation and planning.
- DDA development is planned to fulfil the needs of our school population.

Section 15 - Contracting and Procurement

- This is carried out with an eye to 'Best Value' requirements with no influence taken from race, gender or disability.

Section 16 - Action Plan

Our action plans are drawn up as required and where relevant include explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- How the action plan will be evaluated by the governors.

Section 17 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce a report on progress to the governing body and review and revise the Schools Equality Scheme every three years to be included in the full governor meeting minutes.

Section 18 - Publication

The Schools Equality Scheme is published as a separate document and is available in the school on request.

Section 19 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly 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.

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

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Equality Scheme.