

St John the Evangelist C of E VA Primary School

Single Equality Scheme

2016 to 2019

Our School's Vision Statement

“St. John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.”

We believe that

**“Children are a gift from the Lord.”
(Psalm 127 v.3)**

We believe that any gift from God is most precious. This makes children the most precious gift. Consequently, developing and supporting every child in our care to become the best that they can be is fundamental to all that we do.

The Single Equality Scheme brings together the School’s approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole School Community.

Our scheme includes pupils, staff, governors, parents, carers and all those within our extended School Community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

St John the Evangelist School provides education for children from a range of backgrounds. At the time of writing we have 299 children on roll and these children are in 11 classes. Of the 299 children we have less than 11% on free school meals. 6.02% of children have English as an additional language.

St John the Evangelist School is a happy and safe place in which children and adults learn and achieve together. The percentage of children with Special Educational Needs is 8% and 1.7% of children in the school have a statement. This is below the National Average. Our SEN include moderate learning difficulties, speech, language and communication problems, specific learning difficulties, emotional and behavioural difficulties and children with medical needs.

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender. The duties cover staff, pupils and people using the services of the school such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Policy Statement

1. The School acknowledges, welcomes and promotes diversity among pupils, staff and visitors.
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins, physical or mental abilities or sexual orientation.
3. We promote the principles of fairness and justice for all through the education that we provide in our School.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
5. The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve delivery of information.

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents (See appendix A)

All racist incidents should be recorded on the school racist incident sheet and a copy given to the Headteacher. The Headteacher will add this to the school's record and the office will inform the Local Authority and Governors. Staff should deal with the incident in line with the school's behaviour policy.

Disability equality

The general duty to promote disability equality means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability- related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility (See appendix C- Accessibility Plan)

There is specific disability legislation in relation to disabled pupils and accessibility which means when it becomes necessary we must implement the accessibility plan and strategically review it over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions

Strand 2 – Equity and excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

Strand 3 – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of student’s with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our school values and visions for equality.

Meeting the duties described above will mean that all our actions will embody our School’s key principles and values, which includes that:

- We believe all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group.
- We celebrate the diversity of our world.
- To respect the religious, spiritual, cultural, and moral values of others and to consider thoughtfully their own attitudes, values and beliefs.
- To provide an atmosphere of harmony and respect and safety within an educational environment.
- We strive to make the best possible provision for all pupils/students/staff, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of others.
- We know that equality is not simply about protecting the potentially vulnerable.
- We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief.

Collecting and analysing equality information for pupils at St Johns the Evangelist School

St John the Evangelist School is an inclusive school.

This is our school:

- A place where every child is safe
- A place where every person is valued and respected
- A place where all efforts and achievements are celebrated
- A place where we encourage everyone to make healthy life choices
- A place where everyone is encouraged to make a positive contribution

Information Gathering (Pupils). Areas for analysis with regard to equality information include:

- Attainment levels
- Attendance levels
- Exclusions
- Extended School activities/extra curricular activities
- Complaints of bullying and harassment
- Complaints of racism
- Participation in School Council
- Pupil questionnaire

Collecting and analysing equality information for employment and governance at St John the Evangelist School

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

It aims to recruit an appropriately qualified workforce and Governing Body members that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

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

- Applicants for employment
- Staff profile
- Governing Body profile
- Disciplinary and grievance cases
- Staff Appraisals/performance management

Consultation and involving people

In developing our Single Equality Scheme we will involve pupils, staff, governors, parents and carers, and our wider School community where appropriate.

Examples may include:

- Discussions at school council
- Individual pupil questionnaires
- Contact with parent/carers (meetings, questionnaires, coffee mornings)
- All staff through dedicated staff meeting time
- Discussions at Governing Body Meetings
- Discussions within cluster groups for example Exec. group, Governors Forum, Deputies Group, SEN groups
- Contact with local community groups, including diverse groups (Local churches, Village Hall Committee etc)
- Involvement within local community activities
- Focus groups for parents/carers and staff
- Local Authority

Equality impact assessment

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 assess the requirement for an impact assessment when policies and procedures become due for review.

Other School Policies

We have used our existing school policies and procedures to inform our Single Equality Scheme.

These include:

- School Development Plan
- Accessibility Plan
- Racial Equality Policy
- Behaviour Policy
- Anti-bullying policy
- Equal Opportunities and diversity policy
- Safeguarding Policy
- Sex Education Policy

Roles and Responsibilities (See also Appendix B)

The School Equality Scheme will be reviewed at least every three years.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme.
- The Head Teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report this to the Governors.
- The Head Teacher will have day-to-day responsibility for co-ordinating the implementation of this scheme.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

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 Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- Newsletter
- School website.
- Staff induction

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

- School Council meetings to discuss equality and diversity issues where appropriate
- Meetings between pupils and staff as appropriate.
- Staff meetings
- Discuss equality and diversity matters during parent consultation meetings
- Having school open days/evenings for the wider community to celebrate the work of pupils and give the opportunity for feedback

St John the Evangelist School's Equality Objective

- Promote and encourage a school ethos that has respect for others at the centre.
- Plan opportunities within the curriculum for pupils to learn about the diversity of cultures both in our local community, throughout the UK and in the wider world.
- To explore children's attainment to narrow the gap for all learners.
- To track closely the performance of vulnerable groups and provide interventions to support their progress as needed.

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities

Monitoring

The Governors will have overall responsibility for monitoring the effectiveness of this Scheme.

Single Equality Scheme and Accessibility Plan reviewed and approved by Finance and Buildings Committee on 25th November 2016.

Appendix A

Procedure for Dealing with Racist Incidents

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted. The school is committed to an anti-racist standpoint.

Safe, happy, learning.

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive pupil behaviour

All staff will promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racist incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism:

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation, which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the School community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff are to report directly to the Head Teacher without delay, any incident of suspected racism. MDAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have

taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

A Racist Incident Sheet will be completed and passed to the Head Teacher without delay.

The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the main office.

Staff will be informed appropriately of pupils involved in a racial incident or of any potential incidents and what action to take.



RACIST INCIDENT MONITORING FORM

SCHOOL _____ DCFS No: _____

SECTION ONE: YOUR DETAILS

Name: _____ Date: _____

Job Title: _____ Time: _____

SECTION TWO: VICTIMS DETAILS

Male Female

Pupil Staff Parent Visitor Other

Year Group (if pupil) Statemented SEN Traveller Cared for child

Refugee/asylum seeker

Ethnic Background

Asian or Asian British

Indian
Pakistani
Bangladeshi
Any other Asian background

Black or Black British

Caribbean
African
Any other Black background

White

British
Irish
Traveller of Irish Heritage
Gypsy/Roma
Any other White background

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

Chinese

Any Other ethnic background

Religion

None Hindu Jewish
Christian Muslim Other
Buddhist Sikh

Language if not English _____

SECTION THREE: INCIDENT DETAILS

Date and time of incident _____

Location _____

Witnessed by _____

Reported by _____

Reported to _____

Type of Incident

Derogatory name calling, insults and racist 'jokes'

Verbal abuse and threats

Racist graffiti

Provocative behaviour such as wearing racist badges or insignia

Racist comments in the course of discussions

Ridicule of an individual's cultural differences eg food, music, dress, language etc.

Bringing racist materials such as leaflets, comics, magazines and computer software into the school

Using the school's computer system to access or distribute racist material

Attempts to recruit other pupils and students into racist organisations

Physical assault which is racially motivated

Incitement of others to behave in a racist way

Refusal to co-operate with other people because of their race, colour, ethnicity or language

Other

If necessary please give brief details in Section Six

SECTION FOUR: PERPETRATORS DETAILS

Male

Female

Pupil

Staff

Parent

Visitor

Other

Year Group (if pupil)

Statemented SEN

Traveller

Cared for Children

Refugee/asylum seeker

Ethnic Background

Asian or Asian British

Indian

Pakistani

Bangladeshi

background

Any other Asian background

Black or Black British

Caribbean

African

Any other Black

White

British
 Irish
 Traveller of Irish Heritage
 Gypsy/Roma
 Any other White background

Mixed

White and Black Caribbean
 White and Black African
 White and Asian
 Any other mixed background

Chinese

Any Other ethnic background

Religion

None
 Christian
 Buddhist

Hindu
 Muslim
 Sikh

Jewish
 Other

Language if not English _____

How many Male Female

If more than one perpetrator please enter this information for all perpetrators separately

SECTION FIVE: ACTION TAKEN

Investigation revealed that the incident was not racially motivated

Perpetrator exonerated, no further action

Perpetrator reported to Headteacher or other senior manager

School policy on racism explained to perpetrator

Parents/guardians/Carers informed

Fixed term/permanent exclusion (delete as appropriate) of perpetrators

Graffiti removed

Material confiscated and removed

External agencies involved (please specify) _____

Other _____

Victim supported and counselled

SECTION SIX

Further details you may wish to add (please continue on separate sheet if necessary)

Please retain this form in school and use to complete the annual monitoring return.

Appendix B Table of Roles and Responsibilities

Governors will:

- Provide leadership and drive for the development and regular review of the School's equality and other policies
- Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of School policies
- Highlight good practice and promote it throughout the School and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the School and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the School carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Head Teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the School carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the School's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the School's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the School's equality scheme

All staff will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the School's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the School's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the School's equality scheme

