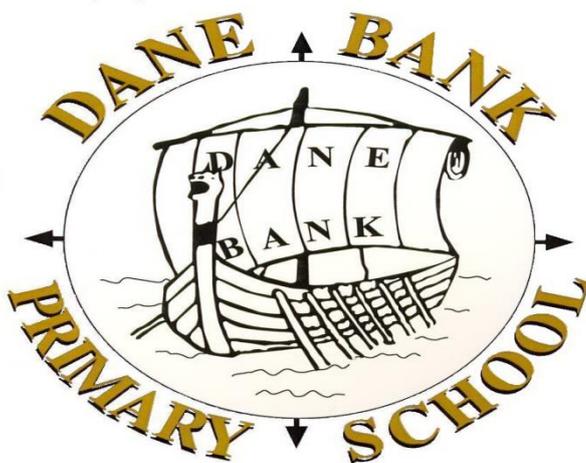


Dane Bank Primary School



Equality Scheme 2017-2020

This Equality Scheme was written by Alicia Todhunter, Headteacher	November 17
This Equality Scheme was initially reviewed by Michael Owen, Chair of Governors	November 17
This Scheme was approved by The Governing Board	November 17
This Equality Scheme will be reviewed every 3, or more regularly in the light of any significant new developments. The next anticipated review date will be:	November 2020

Progress against the targets will be reported annually

REVIEWED JULY 2018

REVIEWED JUNE 2019

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment [See Keeping Children Safe in Education 2018]

Introduction

Dane Bank Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On 1st October 2010, **The Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and sex Discrimination Act.

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate individuals because of their sex, race, disability, religion or belief or sexual orientation.
- There are some exceptions replicated within the act . e.g. content of the curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduced a **Single Equality Duty** on public bodies which was extended to include all of the following protected characteristics:

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

This combined equality duty came into effect in April 2011 and has 3 main elements. In carrying out our function, Dane bank Primary School is required to have due regard to the need to:

- Eliminate conduct that is prohibited by this act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The act introduces **specific duties** which are designed to help public authorities to meet their combined duty obligations.

- Collect, analyse and publish information about their progress in achieving the 3 aims of the legislation.

- Decide on certain specific and measurable objectives that they will pursue over the coming years to achieve these aims and publish these objectives [outcome focused objectives] then at yearly intervals.
- Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate.

The **Governing Board** has the responsibility for making sure that the school complies with the single equality duties.

This Equality Scheme will help us to achieve our aims and give us a framework for action.

Vision and Ethos – Dane Bank Primary School Equality Scheme

Our School Vision

We aspire for every child to be happy, caring, secure and responsible; to develop a lifelong passion and thirst for learning, to enable them to fulfil their potential and be prepared for the challenges of the 21st century.

Mission Statement

- We ensure the **highest** levels of achievement through provision of the **highest** quality teaching which delivers a broad, balanced and meaningful curriculum.
- We encourage and challenge our children to be active, creative, independent and self-critical learners who are unafraid of making mistakes and who adopt an 'I can' attitude in all that they think and do.
- We promote a warm, welcoming environment and school ethos in which the uniqueness of every individual is valued and relationships are based on respect, honesty and trust.
- We make learning vivid, real, enjoyable and challenging and open the doors to ambition and possibilities; striving for and achieving excellence.
- We actively promote strong partnerships between school, home, local and the wider community.

School Motto

Enjoy and Achieve Together

These values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best that they can be. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender or background. Inclusion is central to our practices.

We are proud of the diversity of our local community and it is this diversity which is at the heart of our scheme. Our response to the needs of our pupils is a vital part of personalising learning.

Leadership and commitment at all levels of our organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not

consciously, or unconsciously, discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can.

We aim to continue to provide a fair and supportive environment for all staff, promoting diversity and equality in employment at Dane Bank Primary School. Our aim is to have a well-motivated workforce where all colleagues are treated fairly and with respect.

All teachers are required to follow 3 inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - Creating effective learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment strategies;
 - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Responsibility for the Equality Scheme

The Equality scheme is monitored by the Governing Board and School Leadership Team.

The Governing Board is responsible for:

- Ensuring that the school publish data and associated information annually;
- Making sure the school complies with relevant equality legislation and
- Making sure the Equality Scheme and its procedures are followed.

The Governing Board has responsibility to monitor:

- The school's work in meeting the requirements of the Equality Act 2010;
- Pupils exclusions;
- Racist and homophobic incidents;
- Bullying incidents and ensure that any issues are being addressed.

The Headteacher is responsible for:

- Publishing data and information annually;
- Making sure the Equality Scheme and its procedures are followed;
- Making sure the Equality Scheme is accessible;
- Producing regular information for staff and governors about the plans and how they effective they are;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Promoting a culture of zero tolerance to harassment and discrimination, including racist bullying, homophobic bullying and bullying relating to gender or disability;
- Dealing with reports of hate-incidents.

All staff are responsible for:

- Dealing with discrimination;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations;
- Avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity or gender reassignment;
- Keeping up to date with the law on discrimination;
- Taking up training or learning opportunities.

Visitors and Volunteers are responsible for:

- Knowing and following the school's ethos of equality.

Reviewing and Revising the Scheme

Progress towards agreed objectives will be published annually. The scheme will be reviewed within 3 years. Any such review will be informed by information gathered and evidence of impact. The widest possible level of consultation and involvement of stakeholders will be sought.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Progress
To liaise with Nursery providers to review the potential new intake each year	To identify pupils in each new intake (from home visits or other provision) who may need additional or different provision.	Each July	Mrs Lingenfelter Nursery teacher Mrs Fox Pastoral Manager	Procedures/equipment/support set in place before entry to school Improved readiness for school	Visits underway and pupils identified who may need extra support. Staggered intake arranged accordingly. Parents provided with information and resources to aid transition. Baseline information being collected
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2017-2020	Mrs Todhunter Governing Board Relevant staff	All policies clearly reflect inclusive practice and procedure in line with the Equality Act	Policies reviewed by GB and contain statements reflecting the school's duty. Staff reminded of inclusive practice. Devise system on Policy Log to identify where this has been done. Also add safeguarding statement
To continue to develop close liaison with parents/carers	To ensure collaboration and sharing between school and families from all faith and cultural backgrounds. Encourage greater understanding and respect for diversity by; <ul style="list-style-type: none"> a) Encouraging parents and pupils to talk about faith and religious festivals as part of the RE curriculum b) Continue to organise opportunities for pupils to visit places of worship for all faiths represented by the school community 	Ongoing 2017-2020	Mrs Todhunter Governing Board Relevant staff	Clear collaborative working approach. Pupils will learn about faiths and cultures through first hand experiences Greater understanding and tolerance fostered for diversity	DB has an open door policy. The School App was refined to improve communication. Individual SEND Support Plans [ISSPs] introduced to improve all stakeholder involvement – these

		<p>c) Inform parents about curriculum themes and encourage parents/carers to visit school to share knowledge and skills to enhance pupils' learning experiences.</p>			<p>All pupils and parents will feel valued members of the school community</p>	<p>continue to be developed</p> <p>A number of visits/visitors have taken place eg Humanist Visit. Quite contentious with some parents – staff meet to discuss objective and content.</p> <p>Curriculum Themes communicated via termly newsletters and website.</p>
<p>To ensure full access to the curriculum for all children.</p>	<p>Employment of specialist advisory teachers where appropriate; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy if required 	<p>Ongoing 2017-2020</p>	<p>Mrs Todhunter Mrs Fox Teaching staff Outside agencies</p>	<p>Advice taken and strategies evident in classroom practice.</p>	<p>External support from school nurse – special equipment purchased and additional research informed practice. Standing Desks purchased as a strategy. Other equipment purchased as identified in SEND reviews</p> <p>Differentiated lessons – by</p>	

						support/resource/ outcome etc
	To develop our EAL provision to meet the needs of all EAL learners	Create EAL Policy Establish Links with support agencies where necessary	Ongoing 2017-2020	Mrs Todhunter Mrs Fox Teaching staff Outside agencies	EAL learners achieve well	Not required at present
	To finely review attainment of all SEN/disadvantaged pupils.	Inclusion Team/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Mrs Todhunter Mr Varley GB Mrs Fox Teaching staff Outside agencies	All pupils achieve well and any underachievement is identified and addressed quickly. Intervention is provided where necessary and shows impact. To close any gaps in attainment	Introduction of ISSPs – see above. PPMs focus on ALL pupils requiring additional support Full review of SEND practice took place. Action plan created. Working ongoing with CLiC Inclusion Network Assessment feedback provided to GB
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Ensure records are kept and updated in line with guidance	With immediate effect to be constantly reviewed	Mrs Todhunter Mrs Fox Teaching staff Health agencies	To ensure that the medical needs of all pupils are met fully within the capability of the school.	Health Care Plans in place where appropriate. Regular training for staff eg

		<p>Information collected about new children.</p> <ul style="list-style-type: none"> • . Records passed up to each class teacher. • . End of year class teacher annual reviews • . Inclusion meetings • . Medical forms updated annually for all children or where there are any changes • . Personal health plans • . Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom 				<p>diabetes,Epi Pen, Asthma. Refresher training delivered Autumn 2018. Asthma Plans collected as a result. Universal inhalers purchased for trips etc</p> <p>Transition Meetings between staff underway</p> <p>CPOMs used to record and monitor issues.</p> <p>Attendance panels regularly take place with Mrs Fox/EWO/school nurse</p>
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<p>To promote the involvement of disabled students in classroom discussions/ activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> . Screen magnifier software for the visually impaired . Giving alternatives to enable disabled pupils to participate successfully in lessons . Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Ongoing</p>	<p>Whole school approach Occupational Health, School Nurse and other health professionals</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>	<p>Lessons differentiated.</p> <p>Provision made to support pupils with additional needs e.g. staffing on residential trip</p> <p>Standing Desks available</p> <p>Pupil voice as part of ISSPs</p>
<p>Increase confidence of all staff in differentiating the curriculum</p>	<p>Be aware of staff training needs on curriculum access</p>	<p>On-going and as required</p>	<p>SLT</p>	<p>Raised staff confidence in strategies for meeting pupils' needs and pupil participation</p>	<p>Staff meetings/ coaching and mentoring regularly take place</p>
<p>To ensure all members of the school community are able to access school and provision</p>	<p>Reasonable adjustments [as and where appropriate] are made in order to ensure disabled members of the school community and visitors are not disadvantaged</p> <p>Views any disabled members of the school community are sought and, where appropriate, acted upon</p>	<p>On-going 2017-2020</p>	<p>Mrs Todhunter Mrs Fox Miss Adams Caretaker Governing Board</p>	<p>All members of the school community are able to access school and provision</p>	<p>HT/SBM/Caretaker regularly monitor premises.</p> <p>Repair to raised path at entrance to the school</p>