

TEMPLE EWELL CHURCH OF ENGLAND PRIMARY SCHOOL

Equality Scheme September 2016-18

ETHOS STATEMENT

At Temple Ewell Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

THE RATIONALE

This Equality Scheme sets out the way in which Temple Ewell C of E Primary School will ensure we meet the duties to promote equality of opportunity for and between our diverse members of the school community, including, disabled pupils, staff, parents/carers, women, men and different racial groups within the school. In order to do this we will establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents and carers.

1. Promote equality of opportunity between different racial groups, disabled and non-disabled people, women and men.
2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity religion or belief
3. Promote positive attitudes towards and between the diverse groups within the community.
4. Encourage participation of all pupils, parents, staff and carers irrespective of disability, sex, race or ethnicity religion or belief
5. Take positive action to meet the needs of all individuals, even if this requires more favourable treatment.

What is the Equality Act 2010?

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976

- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers and employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

Admissions

The way it provides education for pupils

How it provides pupils access to any benefit, facility or service.

Excluding a pupil or subjecting them to any other detriment.

What actions and behaviours are unlawful under the Act.

Direct discrimination

Indirect discrimination

Failing to make reasonable adjustments for disabled pupils or staff

Harassment related to a protected characteristic

Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Protected Characteristics

The Act uses the term 'protected characteristic' to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnance and maternity

Race

Religion or belief

Sex

Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

Definition of disability

The school will use the following definition of disability:

‘A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Involvement of pupils, staff, parents/carers and other users of the school.

The school will consider and plan to involve pupils, staff, parents/carers and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they 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.

The school ensure that the involvement of a range of people, including those from minority ethnic groups, and hear a range of views to meet the disability, gender and race duties.

The views of the pupils, staff, parents/carers, trade unions and other users of the school will be used to set priorities.

Information gathering

The collection of information is crucial to supporting Temple Ewell Church of England Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents and carers. The information will also subsequently help the school to review its performance. Information will be detailed enough to enable the school to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of the school's priorities have been achieved.

Information to Be Gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Education opportunities available to and achievement of disabled, female and male pupils and those from different ethnic groups.
- SLT will recommend how the information is to be held in school, and how it interlinks with other registers. E.g. Does the school have just one school profile with differing levels of access? Confidentiality and need to know clauses are required.
- Pupil attainment of boys and girls taking into account that certain groups of boys may do as well as girls and minority ethnic and English as an Additional Learners may face learning barriers effecting their attainment.
- Careers and sports choices of all groups e.g. male/female, ethnic groups, disabled people
- Bullying and harassment on the grounds of gender, disability and race, including a focus on sexual orientation, age, faith and belief.

Impact assessment.

Impact assessment refers to the review of all-current and proposed policies and practices in order to help schools act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments will be an on-going process to ensure that the school policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to the school's duty to promote race, disability and gender equality.

The priorities for the Temple Ewell CEP School scheme will be set in the light of:

- Data collection and needs analysis to inform policy and policy action plan

Implementation

The Scheme will be supported by an action plans relating to disability, gender, sexuality, age equality and runs alongside the School Improvement Plan, with oversight by the governing body so that progress can be checked, monitored, evaluated and consultation has taken place to ensure all parties involved and concerned take ownership of the scheme.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for impact assessment and review.
- a schedule for publishing impact assessments.

The Scheme will incorporate the Accessibility Plan into the disability equality action plan.

The school will evaluate the effectiveness of the Scheme with its School Improvement Partner on an on going basis, through the Governing body and with Ofsted when the school is inspected

Publication

The SLT will publish the Equality scheme on the school's web site. The school will provide a copy for anyone asking for it in a range of formats. The web site will also include all of the school equality policies so that all parents/carers and those of newly admitted children are aware of school ethos and commitment to equalities.

Reporting

The school will report annually on the progress made on the action plans and the impact of policy on school ethos and practice within the school.

Reviewing and revising the scheme

As part of the review of the Scheme we will:

- Revisit and analyse the information and data used to identify the priorities for the scheme; and
- Impact assess to ensure that actions the school has taken have positively affected opportunities and outcomes for gender, disability, sexuality, race, faith and religion and age for pupils, staff and parents and carers and actions have provided equality of opportunity for the diversity within the school.

The review and impact assessment of the Scheme will inform its revision; new priorities and action plan for the next scheme. This process will continue to:

- be based on information and data that the school has gathered and analysed.

Action Plan

An action plan, with the following sections can be found attached to this policy
These include;

- Disability Equality Action Plan
- Race Equality Action Plan (inc. Faith and belief)
- Gender Action Plan

REVIEW

This scheme will be updated every year to ensure it reflects the needs of the school.

Written by Jo Hygate, September 2016

Signed by Chair of Governors

Signed: _____

Print name: _____

