

Ewanrigg Junior School

Single Equality Scheme

CONTENTS

Subject
Legal Framework
Single Equality Policy Outcomes
Further Resources
School Context
Audit Tool for Action Plan Development
Equality Impact Assessment - Information
Equality Impact Assessment - Proforma

Ewanrigg Junior School's Single Equality Scheme has been devised with due consideration to and in line with statutory guidance given in:-

- 1970 Equal Pay Act
- 2006 Equality Act introducing Public Gender Duty
- 2004 Gender Recognition Act 2005
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 2000 RRA (Amendment) Introduced Public Race Duty
- 1995 Disability Discrimination Act
- Public Disability Duty
- 2006 Equality Act extending to goods and services.
- 2003 Employment Equality (Sexual Orientation)
- 2003 Employment Equality (Religious Belief)
- 2006 Age Discrimination Regulation
- 2006 The Education and Inspections Act

- *Learning for All: Standards for Racial Equality in Schools, Commission for Racial Equality, 2000* and *The Duty to promote Race Equality: A guide for schools* are available from the Commission for Equality and Human Rights

- *Implementing the Disability Discrimination Act in schools and early years settings*, DfES, 2006, Reference 0160-2006DOC-EN

Single Equality Scheme Statement

Achieving Together

This Single Equality Scheme is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender and disability equality and extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.

The Scheme aims to integrate equality into the school's core priorities and functions.

This Single Equality Scheme will inform our School Development Plan, as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children.

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Equality and Diversity Legislation – An Overview

Equality strand	Legislation	Amendments	Scope
Gender	1970 Equal Pay Act 1975 Sex Discrimination Act 2004 Gender Recognition Act	2006 Equality Act introducing Public Gender Duty	Employment, goods and services
Ethnicity	1976 Race Relations Act	2000 RRA (Amendment) Introduced Public Race Duty	
Disability	1995 Disability Discrimination Act	2005 Public Disability Duty	
Sexuality	2003 Employment Equality (Sexual Orientation)	2006 Equality Act extending to goods and services.	
Religion/belief	2003 Employment Equality (Religious Belief)	2006 Equality Act extending to goods and services.	
Age	2006 Age Discrimination Regulation		
Community Cohesion	2006 The Education and Inspections Act		Employment, goods and services

Race Equality Scheme

This Scheme incorporates all of our duties under the Race Relations (Amendment) Act 2000.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:

- Eliminate unlawful racial discrimination.
- Promote equal opportunities.
- Promote good relations between people of different racial groups.

The Specific Duty for race equality requires us to publish a Race Equality Scheme that highlights how the school will:

- Monitor existing functions and carry out Equality Impact Assessments on policies and functions
- Publish results of Equality Impact Assessments
- Make information available and accessible to all groups
- Monitor the attainment level of Black and Minority Ethnic¹ pupils
- Publish the results of monitoring and impact assessments annually (as far as is reasonably practicable)
- Train staff to understand race equality
- Carry out staff ethnic monitoring

All schools are required to record any racial incidents and report them to the Local Authority regularly. We use the electronic reporting system provided by Children's Services to do this when incidents occur and to provide a termly summary. We will also respond appropriately to any racial incidents that happen in school

Disability Equality Scheme

Legal Requirements

This Scheme incorporates our duties under the Disability Discrimination Act 2005.

The school's duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers and other school users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing a Disability Equality Scheme which:

- Includes a three year action plan
- Involves disabled pupils and other disabled people in all stages of the scheme
- Carries out Equality Impact Assessments of policies and procedures to make sure that disabled people are not being treated unfairly
- Publish the results of these Equality Impact Assessments
- Report annually on the progress of the action plan

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.

What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).

- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

Gender Equality Scheme

Legal requirements

This Scheme incorporates our duties under the Equalities Act 2006 relating to gender equality.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for gender equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Scheme which includes:

- Steps to address the causes of any gender pay gap
- Collect and use information on gender equality in the school
- Consult with stakeholders on priorities for gender equality
- Carry out Equality Impact Assessments
- Identify priority areas for gender equality
- Publish a three year action plan and report on it yearly

The Gender Equality Duty promotes equality for men, women and transgendered people.

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Sexuality, Age & Religion/Belief Equality Scheme

Legal requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination against lesbian, gay or bi-sexual people, eliminate age related discrimination or eliminate discrimination on the grounds of a person's religion or deeply held beliefs.

The Employment Equality (Sexual Orientation) Regulations (2003), gave all gay, lesbian and bi-sexual employees rights against discrimination. The Sexual Orientation Regulations (2007) extend these rights to goods and services. This means that we have a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services.

The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement.
- Discrimination in recruitment, retention and training
- Dismissal and redundancy.
- Statutory sick pay and maternity.
- Harassment in the workplace.

However, The Employment Equality (Religious Belief) Regulations (2003), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs, but does include agnostics or atheists.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences discrimination due to their sexual orientation, age or religion or beliefs.

Community Cohesion Scheme

Legal Requirements

The Education and Inspections Act 2006 introduced a new duty for schools to promote community cohesion. Community Cohesion will become part of the Ofsted inspection framework from September 2008.

What is community cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their communities

Community Cohesion needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area including local school links & networks
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links

What impact have we already had on community cohesion in our school?

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change

Equality Impact Assessments

An equality impact assessment is a risk assessment of a strategy, policy or procedure. The purpose is to see if there is anything in the way the school works that discriminates against the six equality strands. The school can then avoid making decisions that have a negative impact on groups or can make a decision knowing that there will be an impact but that it can be limited.

Equality Impact Assessments are a legal requirement in relation to ethnicity, disability and gender.

The school will carry out Equality Impact Assessments of all our functions and policies over a three year cycle. We will publish the results of our equality impact assessments.

Monitoring

The school will collect information and report annually on:

- All pupils, staff, governors and other school users where appropriate by all six equality strands
- Attainment levels, exclusions and attendance data of pupils by ethnicity, disability and gender
- Number of prejudicial incidents and the responses to them

Equality Champion

The school will identify someone from the Senior Management Team (or Governing Body) to act as an Equality Champion. This role will operate in a similar way to the Designated Senior Person for Child Protection, in that they will:

- be a key point of contact internally and externally
- keep up to date with legislation and guidance
- take a lead role in developing whole school initiatives
- performance manage the Equality Action Plan
- be involved in reviewing the Equality Scheme

They will not be solely responsible for embedding equality and diversity in our school. This is the responsibility of all staff, pupils, parent/s carers and other school users.

Curriculum, Teaching and Assessment

The school will audit itself against the seven areas as outlined in *Learning for All: Standards for Racial Equality in Schools (Commission for Racial Equality, 2000)*. The outcome of this audit will help inform our action plan.

Accessibility

For many people access is the barrier that most affects their daily lives. Access is not a simple physical issue but affects all aspects of daily life.

Barriers to access

Some of the types of access barriers people may face in a school environment:

- Layout of the building
- Layout of the playground
- Communication with the school
- Information the school provides
- Displays and publicity materials

Information in alternative formats and languages

Following consultation, we will make sure that all information for parents/carers can be made available in a full range of accessible formats as agreed with individuals concerned.

This may include:

- Access to translators and interpreters
- CDs and tapes
- Web-based downloadable versions of information
- Braille
- Pictorial versions for people with learning disabilities
- Access to British Sign Language interpreters

Accessible buildings and open spaces – See Accessibility Plan/Action Plan

Community Cohesion

School Community:

- Strong dedicated School Council
- Pupils express views with more confidence due to range of opportunities such as:
- PSHE / Circle Time.
- Philosophy for Children.
- Questionnaires.
- Talk Partners.
- Citizenship schemes of work in science, geography & RE, planned debates,
- Strong school ethos promotes understanding of individual and collective rights and responsibilities to people, environments, self and animals etc.
- Pupils organise events to raise money for charity and the School Council account.

Wider Community:

- Pupils regularly fundraise for national and international charities – Breast cancer research, Comic Relief, RNLI and local lifeboats, Poppy appeal
- Participation in local and national events – Art and design and writing competitions, national safety campaigns, Science fairs, Rock challenge, sporting events, Japanese Art Exchange etc.
- The whole school participates in Church assemblies and an annual carol service at Netherton Church.
- Community outreach projects such as carol singing in old folks' home, Pensioners' Christmas tea
- Participation in Maryport Joint school council and organization out of term time trips for Maryport children
- Community drama project celebrating Maryport BIG LOCAL
- Collaboration with happy healthy Maryport poetry competition
- Pupil input into design and siting of local play parks
- Pupil involvement in BIG LOCAL video discussions

Personalised learning

There are no inequalities of attainment. Attainment of all groups is monitored annually (and, less formally, each half term) by the Head Teacher.

In order to raise standards for all children the school's aims for the coming year are:

- To improve the standards of pupil's mathematics - through small group delivery, close monitoring of pupil progress and setting individual targets, embedding the Bg maths program, and through a Year 6 accelerated learning programme Spring 2013.
- To continue to improve the standard of pupil's writing - through the continued use of Big Writing (Ros Wilson).
- To develop further pupil's ICT skills - through staff training and investing in new IT resources.
- To continue to develop reading and spelling through targeted family groups.

Employment

Training

We will ensure that all school staff have received equality and diversity training. Equality and diversity will be included in all staff inductions through an introduction to this scheme and action plan.

Employment monitoring

We will monitor all six equality and diversity strands and address any issues that arise for:

- Staff in post
- Recruitment and selection
- Professional development opportunities
- Grievances and disciplinaries
- Staff leaving the organisation and reasons for leaving.

We recognise that some equality strands are under-reported, particularly, disability, religion/belief and sexuality.

Reasonable adjustments

We will proactively encourage disabled staff to declare their disability so the school can ensure that any access requirements are met. This may include a range of adjustments including:

- Adjustments to furniture
- Adjustments to computers and telephones
- Access to personal assistants or supporters
- Altering working hours
- Changing a place of work (e.g. level of classroom)

User involvement

Our school is committed to encouraging everyone to contribute to the development of the school and its impact on the whole community. We also have a Specific Duty under the Disability Discrimination Act to **involve** disabled people and not just consult them in the development of this Scheme.

We will plan to increase the level of our consultation with different groups throughout the lifetime of this Scheme. This will be so we can:

- adjust our action plan to meet the outcomes if necessary
- Include the outcomes of involvement in the review of the Scheme in 3 years time
- Ensure that the involvement is real and that we hear the views of all disabled people that use our school

We will involve pupils, parents and staff and community members in the consultation process.

Partnership Working

Consortium Development of Equality Impact Assessments

The school will work in partnership with the local school consortium to develop Equality Impact Assessments of common school functions.

Community Groups

The school will work with community groups representing the equality strands to develop projects in school to address any prejudice that may exist. This work will be embedded within the curriculum and will address a wide range of learning needs and citizenship development.

School Councils

The school will work with its school council/s to identify equality areas that are relevant to pupils. Strategies to address these areas will then be embedded across the curriculum

Single Equality Policy Outcomes

Race Equality

- Pupils will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism
- Pupils will be taught about significant events with relevance to modern society
- The curriculum will reflect the ethnic, cultural and religious diversity of the school, and of society locally, regionally and nationally
- Resources of every kind will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Resources will portray members of all ethnic and cultural groups in ways which are positive and stereotypes are not reinforced
- Daily acts of collective worship will be used to promote race equality
- Accurate information will be kept about the ethnic origin, first language and religious affiliation of all pupils
- All our curriculum and extra-curricular activities will be available to all pupils regardless of their background
- Achievement, attendance and exclusions will be monitored by ethnicity
- Languages other than English will be valued and promoted
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- All pupils will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home (whilst taking due regard to the school's own uniform & health and safety policies)
- Every attempt will be made to meet the dietary needs of all pupils
- Members of all ethnic and cultural groups will be welcomed and valued
- Members of all ethnic and cultural groups will be encouraged to play an active role in school life
- To promote race equality and provide positive role models, greater use will be made of visits and visitors
- As far as is possible, staffing will reflect the ethnic and cultural diversity of society locally, regionally and nationally

Disability Equality

- Children with disabilities/special needs/learning difficulties....
 - will have complete access to all the facilities and resources available in the school
 - are integrated with non-disabled pupils
 - are educated alongside non-disabled pupils
 - will receive additional support to ensure that their needs and aspirations are met in full
 - will be given appropriate help and support to ensure that they fulfill their potential
 - will be provided with an education appropriate to their age, aptitude and ability

- will have access to the same broad, balanced and relevant curriculum as other children
- will be provided with the opportunity to meet, interact and learn alongside other children of their own age
- will be involved in decisions being made about their care and education
- Detailed records will be kept of the academic progress being made by disabled pupils
- Throughout the curriculum, staff will use every opportunities to explore how people can challenge stereotypes about disabilities
- Staff will take part in regular training about disabilities/special needs/learning difficulties
- Staff will work in partnership with parents and primary carers to ensure that disabled children benefit fully from their time spent in school
- Resources will be targeted and utilised effectively and efficiently to ensure that disabled pupils fulfill their potential
- The school is committed to early identification of pupils with emotional and behavioral difficulties before such difficulties lead to underachievement, disaffection and exclusion
- The school is committed to early intervention, target-setting and regular monitoring of disabled pupils
- Newsletters, Parents Meetings, Governors' Meetings, Annual School Profile and the School Brochure will be used to highlight ways in which the school has enhanced the opportunities of disabled pupils

Gender equality

- Pupils will be listed alphabetically or by date of birth registers will not separate boys from girls
- Boys and girls will wear the same colours for their uniforms
- Boys and girls will have equal access to all lessons and all sporting activities
- Boys and girls will be encouraged to line up together
- We expect boys and girls to do equally well at everything the school provides
- We expect boys and girls to behave equally well in all circumstances
- We expect boys and girls to perform equally well in all subjects
- Boys and girls will be encouraged to make equal use of all the resources and facilities in the school
- Staff will ensure that boys do not dominate such resources as the playground, the climbing apparatus, the construction toys or the computers, and that girls do not dominate such things as dance and drama activities
- Every effort will be made to ensure that boys and girls receive the same attention from staff
- Resources will show girls, boys, women and men engaged in non-stereotypical roles and activities
- Children will be given classroom activities which encourage competitive and collaborative skills in more or less equal measure
- Boys and girls will be expected to complete exactly the same extra-curricular jobs around the school such as carrying books and light furniture and tidying and washing up

- Boys and girls will be expected to work together in a constructive and positive manner
- Every effort will be made to ensure new resources show girls, boys, men and women involved in a diverse range of activities thereby challenging stereotyped ideas about what males and females can and should do
- Stories and poems which challenge gender stereotypes will be read in class
- Across the curriculum, staff will use whatever opportunities arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes
- Children will be discouraged from using sexist language, and commended when they challenge such language
- Children, parents, primary carers and staff will be reminded of the negative effects of sexist attitudes and language
- We expect exactly the same standards of tidiness and politeness from boys as from girls
- Newsletters, Parents Meetings, Governors Meetings, Annual School Profile & the School Brochure will be used to describe ways in which the school has contributed to gender equality
- All staff will be eligible to apply for job-sharing, career breaks and maternity or paternity leave.

Sexuality, Age and Religion/Belief Equality

- All children will have equal access to all lessons and sporting activities
- All children are expected to do as well as they can at everything the school provides
- All children are expected to behave as well as they can in all circumstances
- All children are expected to perform to their potential in all subjects and activities
- All children will be encouraged to make equal use of all the resources and facilities in the school
- Resources will show people of all ages and religions engaged in non-stereotypical roles and activities
- Resources will reflect the full variety of families and homes that exist in society today
- Resources will reflect people subscribing to a variety of religions and beliefs
- All children will be expected to work together in a constructive and positive manner
- Every effort will be made to ensure that new resources show people of all ages, religions and backgrounds/ circumstances involved in a diverse range of activities, thereby challenging stereotyped ideas about what people can and should do
- Stories and poems which challenge stereotypes will be read in class
- Children will be discouraged from using ageist and homophobic language and language that makes fun of people because of their religion or beliefs, and they will be commended when they challenge such language
- Children will be discouraged from using offensive language of any kind and they will be commended when they challenge such language

- Children, parents, primary carers and staff will be reminded of the negative effects of stereotyping based on age, sexuality, religion or belief
- Newsletters, Parents Meetings, Governors' Meetings, Annual School Profile and the School Brochure will be used to explain how the school has contributed to equality objectives in respect of age, sexuality, religion or belief
- Children, irrespective of their age, sexuality, religion or belief:
 - will have access to all the facilities and resources available in the school
 - will always work and play with other children
 - will, if necessary, receive additional support to ensure that their needs and aspirations are met in full
 - will, if necessary, be given extra help and support to ensure that they fulfill their potential
 - will have access to the same broad, balanced and relevant curriculum/range of activities as other children
 - will be involved in decisions being made about their care and education
 - will be protected from name-calling and bullying
 - will have opportunities to learn how people have challenged, or can challenge, discrimination and
 - stereotypes based on age, sexuality, religion and belief
- Staff will take part in training that combats discrimination
- Staff will work in partnership with parents and primary carers to ensure that children, irrespective of age, sexuality, religion or belief, benefit fully from their time spent in school
- Resources will be targeted and utilised effectively and efficiently to ensure that children fulfill their potential no matter their age, sexuality, religion or belief
- The whole curriculum will be used to value and celebrate diversity whether that diversity is based on age, sexuality, religion or belief
- Children will have opportunities to learn about the harmful effects of prejudice, ageism, homophobia and stereotyping
- Resources will reflect the religious diversity of society locally, regionally and nationally
- Resources will portray people of all ages, religions and beliefs in ways which are positive and non-stereotypical
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age, sexuality, religion or belief
- People will be welcomed and valued no matter their age, sexuality, religion or belief
- People of all backgrounds will be encouraged to play an active role in school life, perhaps as governors or as volunteers around the school or as people who speak to children about their backgrounds
- As far as is possible, staffing will reflect the diversity of society locally, regionally and nationally
- All incidents of bullying and harassment, including bullying and harassment based on age, sexuality, religion and belief, will be dealt with in an effective and consistent manner

Community Cohesion

- Every member of the school community feels a sense of belonging and is valued
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued
- This is an inclusive school which provides similar life opportunities for all pupils, regardless of their background
- Positive relationships are developed between people from different backgrounds within the school, its local community, and the national and global communities
- Pupil voice throughout the school will develop the skills of participation and responsible action
- This school is committed to preparing its pupils to live in, and contribute to, a diverse and multi-cultural society
- Our community is less culturally diverse than others in the country, therefore challenging perceptions and stereotypes is regarded with high importance
- Promoting high standards of behaviour in the school and developing a sense of personal responsibility in our pupils is regarded as a key contributor to community cohesion
- Through extended services and other activities, the school will enable parents to share positive experiences with their children
- Our partnership of schools will improve procedures for the transition of pupils between phases, ensuring that previous achievements (whether social, emotional, physical or academic) are recognised and built upon
- The school is committed to curriculum projects to develop links between the schools in our partnership and other schools in the same phase
- Pupils will be encouraged to develop a sense of responsibility for the welfare of their community

Single Equality Scheme for School

Further Resources

The resources in this list are to aid the development of your Single Equality Scheme if you require them. They are by no means exhaustive, as you will find many more resources listed in the ones detailed below.

Race Equality

- *Learning for All: Standards for Racial Equality in Schools, Commission for Racial Equality, 2000* and *The Duty to promote Race Equality: A guide for schools* are available from the Commission for Equality and Human Rights
<http://www.equalityhumanrights.com/en/publicationsandresources/pages/default.aspx>
- The DCSF has a website dedicated to race equality and schools
<http://www.standards.dfes.gov.uk/ethnicminorities/faqs/raceequality/#4>

Disability Equality

- *Implementing the Disability Discrimination Act in schools and early years settings*, DfES, 2006, Reference 0160-2006DOC-EN
- A wide range of resources on disability are available from the Commission for Equality and Human Rights at
<http://www.equalityhumanrights.com/en/publicationsandresources/disability/pages/disability.aspx>

Gender Equality

- The gender equality duty and schools, March 2007 is a comprehensive document outlining how schools can set equality objectives, how gender equality can be linked to a school's overall performance and what their role is as employers. There is also a list of further resources in the document. Find it at:
http://www.equalityhumanrights.com/Documents/Gender/Education/Gender_Equality_Duty_and_Schools_Guidance.doc
- *Engendered Penalties: Transgender and Transsexual People's Experiences of Inequality and Discrimination*, Press for Change, 2007, <http://www.pfc.org.uk/>

Sexuality Equality

- **Stonewall 'Education for All' campaign.**
Visit this website for information on homophobic bullying in schools and how it can be tackled www.stonewall.org.uk/education_for_all/

- **Gay Cumbria** is a support and advice network based in Cumbria.
www.gaycumbria.com/
- *Homophobic Bullying – Safe to Learn: Embedding anti-bullying work in schools*, DCSF, 2007, Reference 00668-2007BKT-EN

Community Cohesion

- Institute of Community Cohesions (icoco) has been commissioned by the DCSF to develop an online resource guide which will aim to be a **'one stop shop' for schools on cohesion matters**. This will be published in the summer term 08. Visit www.cohesioninstitute.org for existing publications for schools
- *Guidance on the duty to promote community cohesion*, DCSF, 2007. Available from the above website
- *Diversity and Citizenship Curriculum Review*, DCSF, 2007 available at http://publications.teachernet.gov.uk/eOrderingDownload/DfES_Diversity_&_Citizenship.pdf
- www.globalgateway.org.uk helps schools in the UK with practical ways to use school partnerships to explore identity and diversity in a global context.
- www.schoolslinkingnetwork.org.uk promotes and supports school linking

Current School Context

How many boys and girls does the school have?	Boys 96 Girls 67
Is there any significant difference between the attainment of boys and girls?	Classes and family groups allow pupils to be challenged at differentiated levels without making differences overt. Small group sizes mean we track pupils on an individual basis The school has NO significant difference between boys and girls. There is no real pattern in terms of gender differences; different cohorts show slight gender differences, but no whole school issue. RAISEonline, internal monitoring.
What is the ethnic profile of the pupils, staff and governors?	Pupils –99.4% white British (no travellers) 0.06% white (other) = 1 pupil Staff – white British Governors – white British
How well do pupils from ethnic minorities achieve?	N/A
How many disabled pupils does the school have on roll? Define range of disabilities.	3% Pupils have statements for SLD, EBD 30% school action plus 18% school action Pupils' disabilities include: visual impairment, Speech, language and communication problems, muscular dystrophy, diabetes, hypermobility / dyspraxia, ASD, dyslexia, ADHD, hearing impairment.
How well do pupils with disabilities and/or learning difficulties achieve?	They achieve well, at least in line with national expectations, sometimes better. Pupils with SEN, who may or may not have a disability, achieve well.
Is the school physically accessible?	Yes. School built all on one level. Level paving to front entrance, Disabled toilet and changing facility, access friendly classrooms Staff first aid trained. One lower yard accessible by steps.
What are the particular demographic trends in the local area?	Ewanrigg Junior School serves the town of Maryport, specifically the areas of Ewanrigg, Ellenborough, Grasslot and

	<p>Ewanrigg, Ellenborough, Grasslot and Netherton.</p> <p>The school's roll is rising counter to the local trend.</p> <p>Most children come from a white council estate. There is very little ethnic mix in the area.</p>
<p>What is the profile of your school council?</p>	<p>1 girl and 1 boy from each class from Year 3 to year 6. Pupils decide their representatives annually. Efforts are made to encourage disabled pupils and pupils from ethnic minorities to put themselves forward for election. Pupils take part in Maryport joint school council meetings and activities with other local schools.</p>
<p>Who is responsible for managing the Single Equality Scheme in school?</p>	<p>The Head Teacher and a Link Governor, equality champion.</p>
<p>How will the Single Equality Scheme be reported?</p>	<p>School Brochure. Website. Final year report to full Governing Body.</p>

Single Equality Scheme for Schools Audit Tool for Developing an Action Plan – Race Equality

Race Equality	Current Status	Action 2011 – 2012	Action 2012 – 2013	Action 2013-4
We will reinforce our commitment to race equality in the school prospectus/brochure	We reinforce our commitment to race equality in the school prospectus/brochure			
We will amend the Home-School Agreement so it includes reference to race equality		Our Home-School Agreement includes reference to race equality		
We will encourage staff to attend race equality training provided by the local authority and/or we will organise in-house race equality training to deepen and broaden staff awareness of race equality issues	Staff members have attended race equality training provided by the local authority. In-house race equality training to deepen and broaden staff awareness of race equality issues has been delivered.			
We will arrange for teaching staff to visit other schools in the region so examples of race equality best practice can be shared/exchanged			We will arrange for teaching staff to visit other schools in the region so examples of race equality best practice can be shared/exchanged	
We will ensure that all staff are aware of the importance Ofsted attach to race equality, and we will ensure that all staff know what inspection teams will look for in relation to the current inspection framework	We ensure that all staff are aware of the importance Ofsted attach to race equality, and ensure that all staff know what inspection teams will look for in relation to the current inspection framework			
We will conduct an audit to identify ways in which the curriculum is already being used to promote race equality			We will conduct an audit to identify ways in which the curriculum is already being used to promote race equality	
Where particular subjects can increase the amount of work relating to race equality/cultural diversity, we will seek advice from within the local authority/other schools		Where particular subjects can increase the amount of work relating to race equality/cultural diversity, we will seek advice from other schools – whilst developing our new curriculum.		
We will add to our race equality resource bank	We have added to our race equality resource bank			
We will assemble a Race Equality Information File/Pack in which we keep policies, guidelines, procedures, ideas for lessons, reviews of new resources, addresses of race equality agencies and organisations, etc.			We will assemble a Race Equality Information File/Pack in which we keep policies, guidelines, procedures, ideas for lessons, reviews of new resources, addresses of race equality agencies and organisations, etc.	
We will identify individuals, agencies and organisations in the wider community that can assist us as we promote race equality and, where appropriate, make use of such individuals, agencies and organizations			We will identify individuals, agencies and organisations in the wider community that can assist us as we promote race equality and, where appropriate, make use of such individuals, agencies and organizations (CDEC, equality officer)	

We will regularly mount displays that promote race equality and cultural diversity	Ongoing	Ongoing	Ongoing	
We will increase the number of notices around school that use languages other than English	This will take into consideration the make up of pupils/staff/parents/governors.			
We will encourage members of minority ethnic communities, including parents, to support race equality programmes of study in the classroom	Where possible			
We will collect accurate information on the ethnicity, first language and religion of all pupils	Fully in place.			
We will gather data by ethnicity on achievement, attendance and exclusions	Fully in place			
We will establish a staff race equality working group to monitor and evaluate the action plan			We will establish a staff race equality working group to monitor and evaluate the action plan	

Single Equality Scheme for Schools
Audit Tool for Developing an Action Plan – Disability Equality

Disability Equality	Current Status	Action 2011 - 2012	Action 2012 - 2013	Action 2013-4
Increase awareness of the ways in which parents and carers of children and young people with disabilities can help to support their learning, for example, through workshops			Increase awareness of the ways in which parents and carers of children and young people with disabilities can help to support their learning, for example, through workshops (family learning)	
Ensure that the talents of disabled pupils are represented through the Gifted and Talented Registers	Ensure that the talents of disabled pupils are represented through the Gifted and Talented Registers			
Ensure that information about disability can be secured at the point of admission from either the pupils or their parents and carers	Fully in place.			
When appropriate, daily acts of collective worship/assemblies will be used to raise the profile of issues to do with disability	When appropriate, daily acts of collective worship/assemblies will be used to raise the profile of issues to do with disability			
Seek the views from disabled pupils/groups to ensure discrimination on the grounds of disability does not occur/is eliminated			Seek the views from disabled pupils/groups to ensure discrimination on the grounds of disability does not occur/is eliminated	
Ensure that, in relation to recruitment, retention and training of staff, discrimination on the grounds of disability does not occur	Fully in place.		Ensure that, in relation to recruitment, retention and training of staff, discrimination on the grounds of disability does not occur – system to be reviewed.	
An annual report will be prepared for the Headteacher and the governing body by the SMT outlining progress in relation to disability equality.			An annual report will be prepared for the Headteacher and the governing body by the SMT outlining progress in relation to disability equality.	
Monitor incidents of harassment and bullying of pupils and staff with disabilities. Encourage pupils and staff to report such incidents and take action against offenders	Fully in place.		Monitor incidents of harassment and bullying of pupils and staff with disabilities. Encourage pupils and staff to report such incidents and take action against offenders – system to be reviewed.	
If a significant number of such incidents are prevalent within a	Fully in place as all school issues are dealt with in this manner by class			

particular year group, use circle time, story time or daily acts of collective worship/assemblies to investigate and address the issue with all pupils.	teachers and Head Teacher.			
Ensure that disability is represented in posters, collages, displays and learning materials	In place with regard to all new reading resources, will endeavour to promote in other ways.		Ensure that disability is represented in posters, collages, displays and learning materials	
Celebrate and highlight key relevant events such as the Paralympics, Deaf Awareness Week and Learning Disability Week			Celebrate and highlight key relevant events such as the Paralympics, Deaf Awareness Week and Learning Disability Week	
Use in particular Citizenship Education to examine what life is like for disabled people		Use in particular Citizenship Education to examine what life is like for disabled people – in relation to new curriculum development		
Hold an annual Disability Awareness Day/Week for all pupils during which disabled people/ groups representing disabled people run workshops to teach pupils more about the problems confronting, and achievements of disabled people				Hold an annual Disability Awareness Day/Week for all pupils during which disabled people/ groups representing disabled people run workshops to teach pupils more about the problems confronting, and achievements of disabled people

Disability Equality	Current Status	Action 2011 - 2012	Action 2012 - 2013	Action 2013-4
An audit will be undertaken to identify what opportunities already exist within the curriculum to discuss matters to do with disability			An audit will be undertaken to identify what opportunities already exist within the curriculum to discuss matters to do with disability - in relation to new curriculum development	
All staff will have a twilight training session about the Disability Equality Scheme/promoting awareness about issues to do with disability	All staff will have a twilight training session about the Disability Equality Scheme/promoting awareness about issues to do with disability -			
When funding allows, additional resources supportive of disability equality will be purchased for the library/PSHE/Citizenship Education		When funding allows, additional resources supportive of disability equality will be purchased for the library/PSHE/Citizenship Education		
Ensure that disabled pupils are represented, and encouraged to participate, in class assemblies, plays, other important events and on the school council	Fully in place.		Ensure that disabled pupils are represented, and encouraged to participate, in class assemblies, plays, other important events and on the school council – system to be reviewed	
Encourage parents, carers and other disabled people to consider joining the governing body	Open to all.			
Review teaching and learning strategies as each new disabled pupil is admitted to ensure the pupil can participate fully in all teaching and learning experiences	Fully in place.		Review teaching and learning strategies as each new disabled pupil is admitted to ensure the pupil can participate fully in all teaching and learning experiences -system to be reviewed	
Ensure that information about the school can be communicated to pupils, parents and carers in a variety of formats	Available as and when requested after agreement with individuals.			

Single Equality Scheme for Schools
Audit Tool for Developing an Action Plan – Gender Equality

Gender Equality	Current Status	Action 2011 - 2012	Action 2012 - 2013	Action 2013-4
The Equal Pay Policy will be examined to ensure that female and male staff doing the same or similar work are paid the same rates of pay/are remunerated fairly	Fully in place. CCC undergoing Single Status and equal pay negotiations at present.			
An audit will be undertaken to ensure that females and males can compete as equals in relation to all matters to do with recruitment, retention, promotion and training	Fully in place.		An audit will be undertaken to ensure that females and males can compete as equals in relation to all matters to do with recruitment, retention, promotion and training – system to be reviewed.	
An audit will be undertaken to identify what opportunities already exist within the curriculum to promote/discuss gender equality			An audit will be undertaken to identify what opportunities already exist within the curriculum to promote/discuss gender equality – in relation to development of new curriculum.	
All staff will have a twilight training session about the Gender Equality Scheme/promoting gender equality			All staff will have a twilight training session about the Gender Equality Scheme/promoting gender equality	
When relevant, daily acts of collective worship/assemblies will be used to raise the profile of gender equality	Fully in place as all school issues are dealt with in this manner by class teachers and Head Teacher.			
When funding allows, additional resources supportive of gender equality will be purchased for the library/ PSHE/Citizenship Education etc.		When funding allows, additional resources supportive of gender equality will be purchased for the library/ PSHE/Citizenship Education etc.		
Action will be taken to address the issue of boys' underachievement and disaffection by giving consideration to creating a more overtly boy-friendly environment/experimenting with single-sex groups when teaching certain subjects/aspects of the curriculum, etc.	Monitoring systems in place and action/practice from year to year adapted to suit cohorts.		Action will be taken to address the issue of boys' underachievement and disaffection by giving consideration to creating a more overtly boy-friendly environment/experimenting with single-sex groups when teaching certain subjects/aspects of the curriculum, etc. – system to be reviewed.	
Action will be taken to address the issue of girls' underachievement and disaffection by giving consideration to creating a more overtly girl-friendly environment/experimenting with single-sex groups when teaching certain subjects/aspects of the curriculum, etc.	Monitoring systems in place and action/practice from year to year adapted to suit cohorts.		Action will be taken to address the issue of girls' underachievement and disaffection by giving consideration to creating a more overtly girl-friendly environment/experimenting with single-sex groups when teaching certain subjects/aspects of the curriculum, etc. – system to be reviewed.	

Obese pupils will be given opportunities to engage in a wider range of sports/physical activity, etc.	Open to all.			
Investigation will be undertaken of the underlying causes of why up-take of sports/physical activity is higher among boys than girls (or girls than boys)	Not an issue as this balances across activities			
During history, etc. lessons, pupils will study the lives of men and women who contributed to gender equality/challenged gender stereotypes	During history, etc. lessons, pupils will study the lives of men and women who contributed to gender equality/challenged gender stereotypes			
Boys and girls will be encouraged to avoid making gender stereotyped choices about the subjects they study/take seriously, and/or about what they do inside and/or outside school	Fully in place – at annual career fair teachers specifically challenge pupil perceptions. Visitors are invited in to discuss careers – Police, Fire etc. Gender stereotyping discussed with pupils at every opportunity.		Boys and girls will be encouraged to avoid making gender stereotyped choices about the subjects they study/take seriously, and/or about what they do inside and/or outside school – system to be reviewed.	
Pupils/students/members of staff who promote gender equality/challenge gender stereotypes will be commended/rewarded			Pupils/students/members of staff who promote gender equality/challenge gender stereotypes will be commended/rewarded	
Pupils/students will be asked to explain how subjects such as RE, Modern Foreign Languages, Music, etc. can be made more attractive to boys, and how subjects such as Science, Mathematics, ICT, etc. can be made more attractive to girls, and action taken on their advice		Pupils/students will be asked to explain how subjects such as RE, Modern Foreign Languages, Music, etc. can be made more attractive to boys, and how subjects such as Science, Mathematics, ICT, etc. can be made more attractive to girls, and action taken on their advice – in relation to the development of the new curriculum.		
An annual report will be prepared for the Headteacher and the Governing Body by the SMT outlining progress in relation to gender equality in school.		An annual report will be prepared for the Headteacher and the Governing Body by the SMT outlining progress in relation to gender equality in school.		

Equality Impact Assessments for Schools

Equality Impact Assessments

An Equality Impact Assessment is a way of checking in advance so that schools can:

- Avoid making decisions that have a negative impact on groups.
- Make a decision knowing that there will be an impact but that it can be managed or limited.

EIAs are a legal requirement under the Race Relations Act, the Disability Discrimination Act and under the amended Sex Discrimination Act.

In the Single Equality Scheme for schools, Cumbria Children's Services recommend that we recognize 6 main equality strands:

- **Ethnicity:** all minority ethnic groups and nationalities (including Eastern European people). Estimated at 3% of the Cumbrian school population.
- **Disability:** all people who have a limiting condition that affects their health, estimated at 20% of the Cumbrian population.
- **Gender:** all boys/men, girls/women and transgender people.
- **Sexuality:** Lesbian, Gay and Bi-sexual people, estimated at 5% of the Cumbrian population.
- **Age:** people who are treated unfairly because of their age.
- **Religion/belief:** Covering all faith groups and people who are agnostic or atheist.

Under the law, schools need to make sure that all functions, policies and practices are covered by an Equality Impact Assessment.

The Process

Stage One: Gathering Evidence

The first thing to do is to map out the key information the school has. This may include:

- Monitoring information from the school census, assessment results, attendance rates and so on
- Benchmarking data with other schools - Consortium
- Inspection findings
- Consultation data with pupils, parents/carers and other school users
- Staff consultation

Stage Two: Identifying the issues

This is the stage when the information is analysed and impacts are discovered. There are three types of impact:

- Positive: where schools can show their services improved for a group.
- Negative: where schools can show their services have disadvantaged a group.
- Potential: where a potential disadvantage has been flagged up.

Stage Three: Action Planning

For each negative or potentially negative impact, the school needs to plan for how to reduce or remove the problem. This may involve long-term targets. Actions may also cross-reference to other plans the school has.

Equality Impact Assessment

Issue	Evidence	Impact	Next Steps
<p><u>Race:</u></p> <p>Lack of ethnic diversity</p>	<p>Intake statistics</p>	<p>Poor understanding of cultural differences</p>	<p>Increase the percentage of ethnic display materials and monitor PSHE coverage</p>
<p><u>Disability:</u></p>			
<p><u>Gender:</u></p> <p>Girls' lack of aspiration and stereotypical career choices</p>	<p>Careers visits PSHE</p>	<p>Social impact</p>	<p>Prioritise materials which challenge stereotypical roles</p>
<p><u>Sexuality, Age, Religion/Belief:</u></p> <p>Homophobic name-calling by pupils</p>	<p>Behaviour sheets</p>	<p>Low self esteem</p>	<p>PSHE</p>

Assessor:

Date:

Policy reviewed:

Chair of Governors

Date Policy reviewed:

To be reviewed