



Hackbridge Primary School &
Spencer Nursery School
Single Equality Scheme

2018-2021

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Introduction from the Headteacher and Chair of Governing Body

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If you would like this information in an alternative format that would better suit your needs or if you would like the Scheme to be explained to you in your language please contact the school office.

Contact for Single Equality Scheme

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If you have any comments about our scheme please contact us.

Introduction.

This Single Equality Scheme brings together the schools' 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 our whole school community – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. 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 school where 'everyone can learn together'.

Mrs E J Walford
Headteacher

Mrs C Cook
Chair of Governors

1. What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2018 to 2021. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually in the summer term (see Section 13) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Learning & Attainment Committee and will cover activity undertaken in relation to the seven equality strands and promoting community cohesion.

2. Meeting our duties

Under the statutory duties all schools have responsibilities to promote equality. Our commitment to this is evident in our Inclusion Policy which should be read in conjunction with this scheme.

Race equality

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

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Hackbridge Primary School and Spencer Nursery School celebrate their multi-cultural and multi-racial diversity. We are committed to the belief that each child has the right of access to a broad, balanced and relevant curriculum, irrespective of gender, race, class, religion, ability or disability. Please see our separate Racial Equality Policy.

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality

The general duty to promote disability equality is owed to all disabled people that 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 people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility, which means we must plan strategically over time to:

- Ensure access to the curriculum
- Maintain equality of access to the physical learning environment
- Comply with the Disability Discrimination Act
- 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 schools have a duty to make reasonable adjustments. Please see our Accessibility Plan.

Gender Equality

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

- Eliminate unlawful discrimination and harassment and
- Promote equality of opportunity for males and females
- Promote equality of attainment for males and females.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to 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.

Age, sexual orientation, religion and belief, pregnancy and maternity

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.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic 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

3. Our school Aims, Ethos and Values

We aim to:

- Provide a broad, balanced and challenging curriculum, which meets the educational, emotional and social needs of our pupils;
- Enable our pupils to develop self-confidence, pride in their achievements at school and to take responsibility for their learning;
- Encourage pupils to develop respect for themselves and others in school and for those in the wider society;
- Provide a safe and secure environment;
- Develop meaningful links with families and the local community.

We believe

- That each of us is special and unique
- That we should all be open and honest
- That every child should be given equal opportunities regardless of learning needs, disability, religion, gender, culture or social background
- That parents and the wider community have a role in the life of our school
- That learning should be interesting and fun

We want Hackbridge Primary and Spencer Nursery to be schools where:

- The children have respect for the people and environment around them
- We nurture the best possible relationships between all members of the school community based on cooperation and mutual respect
- The children become caring and sensitive members of the community showing respect and tolerance towards others
- We create and sustain a happy environment in which all children can experience a love of learning
- The children will be inspired to take up learning for the rest of their lives

In addition, in meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity and treat people equally. We believe in the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

- 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, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

4. Collecting and analysing equality information for pupils at Hackbridge Primary School and Spencer Nursery School

We are inclusive schools. We use our curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to flourish.

We collect and analyse the following information for our different significant groups of our pupils:

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular
- Participation in School Council

5. Collecting and analysing equality information for employment and governance at Hackbridge Primary School and Spencer Nursery School

We are committed to providing a working environment free from discrimination, victimisation and harassment.

We aim to recruit an appropriately qualified workforce and Governing Body that is able to provide a service that respects and responds to the diverse needs of our local population.

The school workforce census enables us to collect data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information.

All information relating to staff is kept on the schools' central database – SIMS.Net

We collect and analyse the following profile information:

- Applicants for employment
- Staff profile
- Attendance at staff training events
- Disciplinary and grievance cases – if any

- Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the General Data Protection Regulations 2018 (GDPR), any analysis of sensitive information is undertaken by a senior member of the school staff in accordance with our school policies.

We have identified the following issues from this information-gathering exercise:

- Ethnicity/representation – An average percentage of staff and governors from other ethnic backgrounds
- Low disclosure of disabilities

6. Consultation and Involving People

Hackbridge Primary School is a 3-form entry primary school, expanding to four forms of entry during 2018/19. Approximately half of the children who join our Reception cohort have attended the school's nursery. The school provides wraparound care during the school term with its own Breakfast Club and an After School Club run by an external provider.

Spencer Nursery School is a maintained school, which originally opened in 1946. The school is purpose built and operates from three nursery rooms. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year.

Across the federation, we appreciate that the legislation states it is important that minority groups (for race, disability, disadvantaged and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve a representation of our school community. Examples include:

- Discussions at School Council (HPS)
- Discussions at staff meetings
- Discussions at governing body meetings
- Discussions with parents/carers at open mornings/'Express' events
- Discussions with parents/carers at meetings with staff

During discussions, the following good practice has been identified.

- Disabled access/toilets
- Staff well trained on children's needs
- Staff well trained in Safeguarding procedures and on the Prevent Agenda
- Friendly and approachable staff
- Procedures in place to meet any medical needs children may have in conjunction with Health Visiting or School Nursing team and in line with the school's First Aid Policy
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place
- Provision mapping in place for pupils with specific needs
- The school has a good level of accessibility
- Parts of the school have an induction loop for anyone with hearing loss.

Other identified need - suggestions

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering

7. What We Have Achieved So Far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Race Equality

We have had no racist incidents in the schools during 2017/18.

Attainment

“Your school is an inclusive and welcoming environment where pupils are well supported in their learning and well-being.” (Hackbridge Primary School, Ofsted, July 2018)

“Practitioners have an insightful knowledge of the achievement of children with whom they work and they plan thoroughly to meet their individual needs.” (Spencer Nursery School, Ofsted (Education), September 2018).

“Recent changes have been to planning and how they individualise this to each child, to make sure it is highly tailored to each child's next steps of learning and key interests. Achievement gaps for all groups of children are rapidly closing.” (Spencer Nursery School, Ofsted (Childcare), September 2018).

8. Equality impact assessments

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 are keen to ensure that none of our policies and practices disadvantage people with disabilities, from different ethnic background or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by all staff and governors. All school policies are reviewed over a three year period.

9. Other School Policies

We have used our existing school policies and documents to inform our Single Equality Scheme. These include:

- School Improvement Plan
- SEN Policy
- Racial Equality Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- School Questionnaires

10. Roles and Responsibilities

- The Governing Body will ensure that the schools comply with statutory requirements in respect of this Scheme and Action Plan.

- The Headteacher 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 progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- The 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, maintain a good level of awareness of equalities issues.
- The 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.

11. Commissioning and Procurement

Hackbridge Primary School and Spencer Nursery School are required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation.

12. Publicising our scheme

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff and parent newsletter
- Staff induction

13. Annual Review of Progress

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

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

14. Ongoing involvement of our Scheme

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:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

Monitoring, Evaluation and Review

The school will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the schools.

Adopted by staff and governors...Autumn 2018.....

Committee.....

Signed.....

Date of next reviewAutumn 2021.....