



Pearson Primary School

Single Equality Policy



January 2019- December 2021

At Pearson Primary School we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships that show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this. We are committed to ensuring the participation of all our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.

Introduction

All schools have a duty to comply with equality legislation. This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular the Equality Act 2010, which provides a single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic* and those who do not.

In particular, to the need to:

- a. remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
 - b. take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - c. encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to:
 - a. tackle prejudice,
 - b. promote understanding (*Protected characteristics are explained in more detail in Appendix A.)

Pearson Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. It brings together school objectives for Disability, Race and Gender Equality, thus meeting the school's statutory duties in these areas. It also begins to consider how the school develops its approach to equality, diversity and community cohesion for all our pupils, staff, parents and

carers, and the wider community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

This Single Equality Scheme has been developed collaboratively and is the result of Pearson Primary School working with pupils, staff, parents and carers, and school governors. The scheme also highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of this policy and its related action plan. This scheme is intended to cover all pupils, staff and parents with particular reference to the nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this. Consultations, discussions, both formal and informal, have been held with a variety of our stakeholders. We have ensured that the contributions of all are valued and have responded both verbally and in writing to ideas and suggestions of parents and carers.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively and is embedded into the culture of the school
- review the scheme every 3 years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy
- ensure that SLT are kept up to date with any development / action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

The Governing Body will:

- support the head teacher in implementing any actions necessary
- inform and consult about the parents about the scheme

- evaluate and review this scheme every three years

The Parent / Carers will:

- have access to the scheme
- be encouraged to support the scheme and adopt its principles
- have the opportunity to attend any meetings / awareness raising sessions to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme
- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme

Disability Equality

Key Issue	How identified
Staff identifying training requirements regarding specific disabilities to ensure full inclusion of children in school life	Staff discussion Advice from agencies

Good practice	Evidence
Accessibility plan in place, reviewed annually	Accessibility plan
Rigorous monitoring of all children's progress, comparisons made between specific groups of children, including SEN population. Analysis of progress informs provision within the school.	Pupil Asset and progress data
Audit of staff training needs – with SEN focus	SEN development and training record

Race Equality

Key Issue	How identified
Diverse community – need to ensure tolerance of many faiths, beliefs and cultures, effects of stereotyping and prejudice.	Census data

Good practice	Evidence
Global dimension	Children's knowledge and understanding – through discussions with children identify impact on development of empathy with other ethnic groups.
Displays around school	School displays focus on diverse culture and ethnicity of school population.

Gender Equality

Key Issue	How identified

Good practice	Evidence
Rigorous monitoring of all children's progress; comparisons made between specific groups of children including gender. This has resulted in changes to the curriculum to ensure it is engaging;	Progress and tracking data Medium Term Plans Short term planning

a focus on learning styles to ensure we are meeting the needs of all learners.	
All school policies are mindful of gender issues and promote gender equality	School policies
Promote gender equality within our workforce	Recruitment procedures
Actively promote parenting by both parents/carers	Twitter account, Stay and Play, Family support worker
Equal Opportunity Policy	Policy document

Age, Faith, Belief and Sexual Orientation

Key Issue	How identified
Diverse community with a range of faiths and beliefs	Census data

Good practice	Evidence
Recruitment procedures	Recent recruitment information and profile of staff
Our school uniform is fair and reasonable and takes account of pupils from all religious groups within school.	School uniform policy, website information

Discrimination and Harassment

These are the positive steps Pearson Primary School have taken to tackle discrimination within our school.

Good practice	Evidence
Incidents of discrimination and/or harassment are dealt with promptly and in line with school policy	Incident reports and returns to LA
The school has adopted the HCAT policies and works within the HCAT guidance.	Whistleblower Policy HCAT statutory policies
The school has a robust anti-bullying policy and procedures which are rooted in Restorative Practices and fair process	Behaviour and Anti-bullying policies

Equality Objectives

We have considered the information collected above and have identified three key objectives that Pearson Primary School will focus on this year. These objectives will help us to meet the three arms of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are:

1. To promote spiritual, moral social and cultural development through all appropriate curricular areas to enable our children to develop an understanding of other cultures and beliefs and challenge prejudice.
2. To ensure all our pupils attend school regularly and on time and reach the National average of 96% for all.
3. To ensure all pupil reach age related national expectations.

Single Equality Action Plan January 2019- December 2021

Objective	Actions	Who will be involved	Timescale	Success Criteria
To promote spiritual, moral social and cultural development through all appropriate curricular areas to enable our children to develop an understanding of other cultures and beliefs and challenge prejudice.	School values and vision Consider PSHE syllabus – Jigsaw Links with faith leaders and places of worship	Head RE lead PSHE lead	On-going	Children have good factual knowledge of different faiths and cultures. School community is tolerant and respectful of others and any prejudice is challenged from within.
To ensure all our pupils attend school regularly and on time and reach the National average of 96% for all.	Continue to raise profile attendance so that this is not a barrier to learning. Reduce number of PA. Regular review of attendance for children below 93%.	Head Deputy Admin EWO	Termly	Reduce the number of PA to within national expectation

	Termly attendance letters			
To ensure all pupil reach age related national expectations	Focus on reading – supporting children who are unable to read at home due to poor literacy or English language	Class teachers	On-going	Children will read fluently, age appropriate books