



Waverley Abbey School



Single equality scheme

Spring 2015

Review: Spring 2019

This scheme has been adopted and adapted from the SCC model.

Waverley Abbey C of E Junior School is a welcoming, friendly, caring and inclusive community, where we inspire and challenge all to fulfil their potential with confidence. Through Christian values we aim to encourage the children's enjoyment of learning for life and to take pride in all they do.

Equality forms the core of the ethos for schools which are fully committed to providing every possible life chance for all young people and staff to succeed. All stakeholders in a school community should have the right to enjoy, achieve and feel valued and safe from discrimination across the whole range of school activities.

Introduction

Schools are required to meet significant 'positive statutory duties' in the area of equality. These require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people
- make changes to ensure that any areas of potential inequality are eliminated

As of 1st April 2012, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Pregnancy or Maternity
- Age (in their role as employers)

Our Single Equality Scheme (SES) and Action Plan covers a 3-year period from 2015-2018. 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.

The Single Equality Scheme (SES) and Action Plan enable us to achieve a framework which 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 on the progress of the SES and action plan. This will be reviewed by the governing body and will cover activities undertaken in relation to the eight equality strands and promoting community cohesion.

Under statutory duties all schools have a 'General Duty' to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; this means:-

- removing or minimising disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic
- taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it
- encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it; this means:-

- tackling prejudice
- promoting understanding

Race Equality

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

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

Dealing with racist incidents:

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 which 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:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. 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 school has a duty to make reasonable adjustments.

Gender Equality

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

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of 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 the school community.

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

We must ensure that we do not discriminate on these grounds. The scheme includes our priorities (and actions) to eliminate discrimination to eliminate discrimination and harassment for these equality areas.

Community Cohesion

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious 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 to meet our objectives.

Our school ethos

Our school ethos is underpinned by our aim to offer all children equal opportunity to achieve their full, unique potential. We promote the Christian values of love, care and respect for everyone as well as our Growth Mindset values of perseverance, determination and self belief. These values are evident throughout our school

All this information is available on our website. In meeting the duties described above all our actions will embody our school's key principles and values. Also :-

- We will 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 will respect diversity. We know that treating people equally is not simply a matter of treating people the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and 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 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 seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life for all learners in our school.

School Setting

Waverley Abbey C of E Junior School has a Published Admission Number (PAN) of 120 with 480 roll. The school is set in large grounds. Children, staff, parents and the wider community use these for sport, for studying the environment or for simply enjoying the space to play and work.

Collecting and analysing equality information for pupils at Waverley Abbey C of E Junior School

Waverley Abbey C of E Junior School is an inclusive school. We use the 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 fulfil her/his potential.

We collect and analyse the following equality information for our pupils:

- Attainment
- Progress
- Attendance
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. educational visits)
- Participation in School Council
- Inclusion in the following groups: English as an Additional Language (EAL), Special Educational Needs and Disabilities (SENd), Free School Meals (FSM), summer born, Travellers, Service Children and Ethnic Minorities.

Collecting and analysing equality information for employment and governance at Waverley Abbey C of E Junior School

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

Waverley Abbey C of E Junior School aims 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 the local population.

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 school's central database – SIMS.

The following information is collected and analysed:

Information Gathering Staff and Governors

- Applications for employment via local authority recruitment forms)
- Staff profile
- Attendance staff training
- Disciplinary and grievance case – if any
- Staff appraisals/performance management
- Governor profile
- Governor training course attendance

Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), the governing body recognises 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 Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the governing body as required.

Consultation

Waverley Abbey C of E Junior School seeks to include all pupils, staff, governors, parents and carers, and the wider school community in creating the Single Equality Scheme (SES) and action plan.

Examples include:

- Discussion at School Council
- Contact with parents/carers
- Discussion at staff meetings
- Discussions at governing body committee meetings
- Discussion with local schools

During discussions, the following good practice has been identified:

- Disabled toilets and disabled access to the whole school
- Staff well trained on the needs of children
- Friendly and approachable staff – with male and female role models
- Procedures in place to meet the medical needs that children may have, in conjunction with external agencies and in line with the school's Health and Safety Policy
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place
- Learning Pathways in place for pupils with specific needs

Discussions identify the following needs:

- Easy access to the Equality Scheme when complete – for all our staff community. Share the findings equally and easily
- Ensuring all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act
- Ensuring children are taught about differences and tolerance – as part of the PSHE curriculum
- Creating an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs
- Ensuring community views are sought in a variety of ways, to ensure equality of ability to participate in any information gathering
- Inviting representatives of various charities and organisations relating to race, disability and gender to school to give advice and support
- Improving areas of the school to ensure they are fully accessible to all in our community – including those with physical disabilities, hearing and visual disabilities

What has been achieved?

The Headteacher, school leaders and governors know the context of the school very well and are particularly attentive in including all pupils fully in school life.

Waverley Abbey C of E Junior School is committed to promoting equality and diversity in an inclusive and supportive environment for learners, staff and the communities it serves. The school strives to ensure no pupil is discriminated against or misses out on any activity or outing in which they want to participate. Spiritual, moral, social and cultural development is good. Spiritual development is enhanced in a number of ways through the school environment.

School policies and practice result in an inclusive approach to all levels of diversity, which is regularly reviewed. Pastoral care is highly valued and practised throughout the school to a high standard. This leads to growing empathy and understanding of the contrasting views and responses of others, no matter what their faith or background.

Race equality

Any racist incidents are recorded and reported to the Local Authority.

Disability equality

All pupils and staff are fully involved in the life of the school and have full access to on offer. The school will adapt further if any pupil, parent, carer, staff or governor should need greater access. Wheelchair access is available throughout the school.

Community Cohesion

Teaching, learning and curriculum

- The curriculum is fully accessible to all children. Parents are regularly informed of the learning that takes place both in newsletters and through meetings. The curriculum has been designed to have a global perspective enabling children to see themselves in context in the wider world community. The PSHE and the RE curriculum enable pupils to have an understanding of difference and how different is neither better nor worse – it is something to be celebrated.

Engagement and extended services

- All pupils have access to a range of extended services. HSLW provides additional support to families where and when needed.

There is representation on the School Council from children of all year groups. The School Council meets regularly and is supported by staff members. The pupils disseminate discussions and decisions via class meetings, assemblies and minutes of their meetings. As pupils progress through the school they begin to gain responsibilities, which encourages pupils to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community e.g. School Councillors, Waverley Ambassadors, Peer Mediators, Sports Leaders and guides for school visitors.

Religion and Belief

As a Church of England Voluntary Aided school we use the Guildford Diocesan guidelines for teaching Religious Education as well as the County guidelines. Pupils are taught about Christianity and the major world faiths – Judaism, Islam and Hinduism together with the celebration of other major faiths important to our school community e.g. Diwali, Chinese New Year etc. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people and to encourage the value of respect for all. The school has links with the local church. Local clergy regularly lead Acts of Worship throughout the year. The school respects parents right to withdraw their children from RE and Collective Worship.

Positive values are important to the school community and a values approach has been adopted and their impact is followed through in core and foundation subjects.

Equality impact assessments

Equality impact assessment is a systematic method of checking all school policies and practices to ensure they are genuinely accessible and meet the needs of all our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation

All school policies are reviewed regularly and according to statutory requirement.

Commissioning and Procurement

Waverley Abbey C of E Junior School is required by law to make sure that services bought from another organisation will comply with equality legislation. This will be a factor in selection during any tendering process.

Publishing our scheme

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

- School website
- Staff induction

Annual Review of Progress

There will be an annual review of the Single Equality Scheme (SES) and will include:

- The results of any information gathering activities for race, disability and gender and how we used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

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Information showing the school has complied with the General Duty Spring 2015

| Duty | Actions Taken |
|---|---|
| Eliminate conduct that is prohibited by the Act | <ul style="list-style-type: none"> • Incidents of racism and bullying are recorded and reported to the IEB and LA • Action is taken to prevent any further incidents • Recruitment procedures eliminate any prejudice against any of the protected groups |
| Advance equality of opportunity between people who share a protected characteristic and people who do not share it | <ul style="list-style-type: none"> • Pupils who have particular needs are well supported school • There are established and effective monitoring systems in place to track pupil progress • Anti-Bullying and Behaviour Management Policies have recently been reviewed. |
| Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it. | <ul style="list-style-type: none"> • There are opportunities in Assemblies, PHSE and other lessons to learn about difference and diversity. • The religious education curriculum includes very strong elements of other faiths including Judaism, Islam, Hinduism and Sikhism to enable children to gain an understanding of other cultures that differ to their own. • The school, with parental support, contributes to a number of charities each year which raises awareness of a range of diversity issues. |

Evidence of Equality Analysis Undertaken Spring 2015

| Policy/Practice Considered | How the policy/practice was evaluated | Outcome of analysis |
|---|---|--|
| Behaviour | The policy has been reviewed recently with engagement from IEB governors and staff. Rewards and sanctions are monitored for adverse trends | There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices. |
| Anti-Bullying | Policy was reviewed in the Autumn 2014– Weekly staff briefings enable key information about pupils to be shared. | |
| Curriculum and Religious Education Policies | All policies are written to ensure full inclusivity. | Policies will continue to be reviewed to ensure that they comply with equalities legislation. |
| Safeguarding | The Safeguarding policy has been updated Spring 2015 and will be reviewed annually. | The policy is highlighted to all staff by the SBM at Induction. It also appears in the Child Protection folders in every classroom and other key locations within school, on the VLE for Staff and Governors and on the school website for parents. Full school 3 yearly Safeguarding training was undertaken in September 2014 with annual updates by the DCPO. On appointment the SBM checks safeguarding training is in date and if not update training provided by the DCPO. |
| Recruitment | Recruitment and Selection Policy has been updated Spring 2015 and reflects the protection of those with protected characteristics. At least one person on any recruitment panel will have Safer Recruitment accreditation. | Ensure Safer Recruitment training is undertaken by relevant staff and governors and renewed every five years |

Details of Engagement Undertaken Spring 2015

| Individual/Group engaged or consulted | Outline nature of the engagement | Summary of outcomes from consultation |
|---------------------------------------|--|---|
| Pupils | <p>The school uses the following strategies to involve and consult with pupils: School Council, Eco Team, Worship Team, Waverley Ambassadors, Sports Leaders,</p> <p>PSHCE lessons</p> <p>Pupil conferencing</p> <p>Pupil questionnaires/surveys</p> | Outcomes of information gathered through consultations with pupils is recorded with appropriate and relevant actions taken. Monitoring is completed by SLT. |
| Staff | Staff are regularly consulted with and a culture shared accountability means all are able to make their contribution to improving pupil outcomes and well-being | Staff identify needs for training and CPD in a range of areas including equality |
| Governors | IEB Governors regularly review issues pertaining to equality and inclusion | IEB Governors are fully committed to the vision of establishing and maintaining and fully inclusive school |
| Parents | Parent Consultations, surveys, updates about the school. | We have a very engaged parent body which provides a significant input into the life of the school. Parent consultation meetings are well attended, we receive a good response to parent surveys and parents are regularly asked for their views on potential school developments via the newsletter. If there is a significant update regarding the school parents are invited to meetings as required. |

Equality Objectives – Action Plan Spring 2015

| Characteristic | Objective | Success Criteria | Date for Review | Responsibility |
|----------------|---|---|-----------------|----------------|
| All | Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact | All policies reviewed and updated in light of the Equalities Act and practices audited | Autumn 2015 | HT/IEB |
| Race | Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities | Lesson resources and assemblies etc provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity | Summer 2015 | PSHE Leader |
| Gender | Monitor the attainment of boys and girls and identify trends of attainment for particular sub groups based on race/disability etc | All pupils make age related progress or more | Summer 2015 | HT/IEB |
| Disability | Steps are taken to reduce and or eliminate negative stereotypes of disability across the school and to promote positive understanding | Materials and topics in the curriculum contain positive role models of disabled people and their achievements | Summer 2015 | SENco |
| All | Ensure the whole school community knows and understands the schools' values | The school community can say what the values are and how to uphold them in and out of school | Summer 2015 | HT/SLT |
| All | Seek to broaden and strengthen our commitment to quality communications with all stakeholders | Communications available to all stakeholders in a range of formats responding to need and identifying appropriate support and resources | Summer 2015 | HT/SLT/IEB |