



1Excellence Multi Academy Trust

Equality Statement and Single Equality Scheme 2017-19

Equality Statement

The schools in 1Excellence Multi Academy Trust are committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

School Values

Every child is special and deserves a excellent education. We believe that everyone will “be the very best that we can be” and to to strive for excellence. We believe in celebrating every small step for every child, demonstrating respect and tolerance in everything we do.

In our inclusive schools we value, seek to understand and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.

In Church schools we promote spirituality.....

We promote values which include: British democracy; the rule of law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) – alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that with rights comes responsibility.

Valuing our cultural heritage, we explore our local, regional and national heritage and British history, both positive and negative – learning from history and taking pride in positive contributions made.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate ‘due regard’ for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.

- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration (including seeking asylum). We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

The schools in 1Excellence Multi Academy Trust recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2016) on the importance of closing the gaps in achievement which affect:

- **children who are vulnerable because they live with deprivation**
- **children who are vulnerable due to lack of stability/high levels of transience in their home life**
- **children who are vulnerable because of exposure to domestic violence or substance abuse or chaotic adults who care for them.**

Date approved by the Governing Body: _____



The School Context

Geographical Location

Pentland Primary School is in Billingham. There are 54% of children with deprivation – and of those accessing the Pupil Premium Grant, more than two thirds are long-term dependent on benefits.

Community Served

The school populations is generally boy heavy (53% boy/47% girl)

There are very small groups of ethnic minority. The school is generally white British.

54.8% of pupils are eligible for FSM, whilst % Pupil Premium (break down by FSM ever 6, LAC and Armed Forces, children of asylum seeking families)

15.8% of pupils are identified with SEND (with 1.4% accessing EHCPs)

2% of pupils are identified as having adult caring responsibilities within their home.

The school has high levels of need with key staff committed to safeguarding (Child Protection meetings, Children in Need meetings and informal support for vulnerable families.)

School Outcomes

Attainment is below ARE in all areas. However, progress is generally above – ranked 12 in Writing and 8 in Maths. Children with deprivation (but not SEND) often make better progress than those without.

Attendance is usually in line with national averages; the school recognises that punctuality for children with deprivation is always a key area to work on.

Participation in

The school is committed to enhancing pupils' life experiences through regular trips. These are planned to support the curriculum throughout school.

There are sporting clubs offered to Key Stage Two children almost every night of the week. These are very popular. Key Stage One children can access a Reading Café and after school cooking clubs. Parents' Evenings are held twice a year. Targets are shared with parents and progress is reviewed. Children with SEND have extended Parent Consultations.

Incidents

There are isolated incidents of poor behaviour that are always dealt with quickly and in line with the school's behaviour policy.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have Safeguarding Training – this is whole school every two years.

All staff access PREVENT training in line with national guidance.

All new staff have Safeguarding training as part of their induction and this is delivered on line.

Some staff have subject specific training to support their role in school. This includes curriculum roles but also Positive Handling courses and specific SEND courses.

Senior leaders access relevant support and CPD to ensure leadership of key areas are effective.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Policy	Review Date
Teaching and Learning/Curriculum	annual
Anti Bullying	Annual
Behaviour/ Positive Relationship	Annual
Safeguarding	Annual
SEN	Annual
Appraisal	Annual
PREVENT	Annual

Curriculum Adjustments

In our school, focused attention is paid to the needs of children with deprivation and children with SEND. The curriculum is tailored to ensure it meets their needs. Many trips is one way in which the school does this.

In our School there is curriculum coverage of equalities issues, including promoting our school values/British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and other aspects listed in our British Values statement. Our Curriculum Coverage can be viewed in greater detail in our long term curriculum planner – available on the school website. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include activities listed in the PSHE curriculum and evidenced in the RE/PSHE and Citizenship portfolios.

In curriculum materials across all subjects, there are positive images of women in work and people from a wide range of ethnic backgrounds.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have **(list adjustments already made)**.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

Accessibility Plan (NB. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, a Single Equality Plan- both an Accessibility Plan and an Equalities Plan template are provided, schools can themselves decide whether to populate one or two documents.).

Our accessibility plan (or Our Accessibility Plan, is part of our Single Equality Scheme Action Plan) shows how our school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those with disabilities.

We provide resources for implementing our accessibility plan and review it annually, or contemporaneously in response to need.

Pupils with Medical Needs

Our School will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Where necessary, our school will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Our school has a clear protocol for supporting pupils with medical needs.

How We Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for Involvement

At School name, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils
- School Council
- Focus groups of pupils meet twice-yearly including a forum for different social identity backgrounds, a gender forum and a disability forum
- E-forums
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Yearly open meetings representing a particular theme shared with the community and cluster of schools
- Pupil engagement in auditing provision
- Pupil involvement in policy creation
- participation in a working party.
- Surveys and questionnaires.

At **School name** the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular meetings with union representatives
- E-forums
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party.
- Surveys and questionnaires

At **School name**, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme, objectives and action plans:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback through PTA meetings
- Feedback from adults using the school beyond the school day
- Yearly open meetings with parents and local groups representing a particular theme
- Participation in a working party.
- Questionnaires and surveys

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity and cultural backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school’s actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children’s Services.
- Ensures CPD is inclusive of all staff and includes equality matters.

- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); CTSA 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities: (Name the relevant people below):

- Details of the person(s) responsible for maintaining and sharing with all staff, the specific needs of disadvantaged pupils and how their needs will be met (e.g. Pupil Premium)
- Details of the person(s) responsible for ensuring the specific needs of staff members are addressed
- Details of the person(s) responsible for gathering and analysing the information on outcomes for disadvantaged pupils and staff including Pupil Premium and details of those responsible for overseeing interventions (e.g. Pupil Premium)
- Details of the person(s) responsible for monitoring the response to reported incidents of a discriminatory nature
- Details of the person who is responsible for overseeing Early Help
- Details of the person who is single point of contact for Prevent and Hate Crime
- Details of the school's designated safeguarding lead. (Including HBV and FGM)
- Details of the school's SENCO.

Parents/Carers:

Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.

- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published every three years and an annual action plan .

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalization and extremism.
- Do not discriminate on any grounds..
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include Community Cohesion and British Values.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse society and prepares them for life in Modern Britain
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.
- The School's Lettings Policy ensures that users are aware compliant with the school's aims.

Objectives

This Scheme is supported by annually published equality objectives (and where there is a separate accessibility plan, annually published targets for the accessibility plan); their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- (Include other documents as appropriate here, for example Stockton on Tees Inclusion Quality Mark, School Improvement Reports, RRSa UNICEF Award, School of Sanctuary Award, Anti bullying Accreditation

Accessibility Plan (time scale)

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to curriculum					
Access to wider curriculum					
Impact Analysis					
Premises					
Attitudes					
Accessibility to information					

Appendix 1: Equality Objectives Action Plan

XXXXX School

Equality Objective/s

Date of Publication : XXXXXXXX Date of Review XXXXXXXX

The Public Sector Equality Duty has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

Summary of our most recent review:

Review Date: (Record the date and ensure the planned dates for the next review (annual or other) are in the school diary along with the name of the lead member of staff)

Record here:

1. **Summary of the review** based on the overview of outcomes, and any other self evaluation tools/strategies we have used:...
2. **Summary of our aims for the next year/3 years based on equalities action planning:**

Date of Publication of Current Objectives>

We have considered how well we currently achieve these aims with regard to protected groups under the Equality Act 2010 and have identified the following objectives, which should be read with the school's single equality scheme and this action plan, which demonstrates how the development of these objectives were informed.

Objective 1:

Objective 2:

Objective 3:

Add more objectives as required.

Objective:

Aligned to protected characteristics(list protected characteristics):

What helped us arrive at this objective(consultation with stakeholders):

Action	How?	When?	Who?	Cost	Success Criteria	Monitored

