

Littlehaven Infant School

Single Equality Scheme (SES)

January 2018

This document is intended to replace/cover the following:

-  Race Equality Policy and action plan
-  Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
-  Gender Equality Scheme and action plan
-  Equal Opportunities Policy that covers:
 - Sexual orientation
 - Age
 - Religion or belief
 - A strategy for promoting community cohesion

An Accessibility Plan is available separately.

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

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

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Foreword

This Single Equality Scheme is designed to bring together the school's approach to promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with our school community.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Littlehaven Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 high quality learning experience for our children.

Mrs S. Anderson
Headteacher

Mrs H. Oakley
Chair of Governors

Current Equalities Objective(s): 2017-2018

- The progress and attainment of children with SEN
- The progress and attainment of disadvantaged pupils in writing and maths.
- Reduce the levels of absence of vulnerable groups.

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

This Single Equality Scheme (SES) and action plan covers a three year period from 2016 to 2019. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school, such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore 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 (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands (Race Equality, Disability Equality & Access, Gender Equality, age, sexual orientation, religion and belief) and promoting community cohesion.

2. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

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.

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 this 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 peoples' 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.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. The school has completed a community cohesion audit.

Age, sexual orientation, religion and belief

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.

To help meet the Equalities Duty, the school will follow the procedures outlined in West Sussex's Schools' HR Guide for any further matters relating to Human Resources.

3 Our school aims and core values

At Littlehaven Infant School our aims are:-

Enjoy – Achieve – Respect

- ❖ Each child will feel valued and develop a sense of self worth
- ❖ Each child will develop a respect for other people
- ❖ Each child will develop a respect for their environment, their surroundings, their world
- ❖ Each child will feel happy and safe
- ❖ Every child will be helped to achieve their potential and their best
- ❖ We will foster and nurture the children's creativity, enjoyment and love of learning
- ❖ Children can take part in and be at the heart of our community

In addition, the following agreed core values that underpin all teaching and learning at our school have been agreed:-

- ❖ show **Respect**
- ❖ develop **Independence**
- ❖ show **Perseverance**
- ❖ be **Reflective**
- ❖ and **Work Together**

4. Our school's context

Our school is located in the north east part of Horsham.

Our school has a Published Admission Number of 45 (September 2017) and has 118 pupils on roll.

We serve a community of children; most of whom live in our designated area, but an increasing proportion choose this school from outside of its catchment area. Pupils come from a mixture of owner occupied homes and rented accommodation.

Most pupils are white British (95%) with a very small proportion from other ethnic backgrounds.

5% of our pupils do not have English as their first language and 7% of our children receive support for SEN and one child is in the process of applying for an ECHP.

9% of our children are in receipt of Free school meals.

Pupils' attainment on entry is broadly in line with nationals.

Approximately 5% of pupils are eligible for Free School Meals.

5. Collecting and analysing equality information for pupils at Littlehaven Infant School

Littlehaven 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 or his potential.

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

-  Attainment levels
-  Progress levels
-  Attendance levels
-  Exclusions
-  Attendance at Extended School activities/extra-curricular activities (e.g. school trips)
-  Complaints of bullying and harassment
-  Participation in the School Council

Data at the end of July 17 indicates we need to focus on:

- The progress and attainment of children with SEN
- The progress and attainment of disadvantaged pupils in writing and maths.
- Reduce the levels of absence of vulnerable groups.

6. Collecting and analysing equality information for employment and governance at Littlehaven Infant School

Littlehaven Infant School is committed to providing a working environment free from discrimination, victimisation, and harassment.

We also aim to recruit fairly an appropriately experienced and qualified workforce and a governing body that is representative of all sections of the community in order to provide a service that respects and responds to the needs of our local population.

We currently employ 23 staff at Littlehaven Infant School to undertake a range of duties. Currently we have:

- 20 female staff
- 3 male staff
- No registered disabled staff, and
- All staff are white British

We collect and analyse the following profile information for our staff and governors:

-  Applicants for employment (via local authority recruitment forms)
-  Staff profile
-  Governing body profile
-  Attendance on staff training events
-  Disciplinary and grievance cases - if any
-  Staff performance management (Appraisal)

7. Consultation and involving people

We aim to involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This will help to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan.

Examples include:

-  Discussions at school council
-  Contact with parent/carers/community focus group representing a range of protected characteristics
-  Discussions at staff meetings
-  Discussions at governing body meetings
-  Contact with local community groups
-  Contact with local community activities

In 2017 we identified the following issues from this information-gathering exercise:

The need to-

-  Develop parents/carer's understanding of bullying and school attendance
-  Seek views from our school community regarding our policy and practice.

8. 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

There have been no reported racist incidents. (See Headteacher's Reports to Governing body).

Disability equality & Accessibility

Please see current Access plan, annual report to governors on SEN which includes numbers of children/staff with permanent/temporary disabilities and reasonable adjustments made/impact of adjustments.

Gender equality

We closely monitor the attainment and progress of girls and boys each term. Through this process we picked up some underachievement in our current Year 2 boys.

In addition we believe that Littlehaven Infant school can also celebrate the following good practice:

Community Cohesion

The school has sustained links with Bridges Court (sheltered housing for elderly residents), Jack and Jill Pre-school. Parent/Carer questionnaires receive a good response level to paper questionnaires: routinely in excess of 60% of the pupils' parents/carers. Electronic questionnaires do not receive such a high response rate.

Teaching, learning and curriculum

We continue to review our curriculum so that it is fully accessible to all children. Parents/carers are regularly informed of the learning to take place through Curriculum newsletters, parents' consultation evenings, annual information meetings for each year group and parent workshops. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community.

Our children, through our PSHCE and RE curriculum, build an understanding of difference and how different is neither better nor worse – it is something to be celebrated.

Age

Every year group is represented through our School Council and our Eco Council.

Engagement and extended services

The school provides a wider range of appropriate after school clubs for its pupil profile. We currently host an Art Club, a Football Club, a Sports Club and a Drama Club. All Children are encouraged to attend clubs. School staff are employed by the school to support children with additional needs to access a club

Religion or belief

Littlehaven is not a faith school, although we maintain links with our local church. Through the Early Years Foundation Stage and Key Stage 1, pupils are taught about the major festivals of world religions and about Christianity in more detail. Worship and prayer are explored in the context of all religions and we try to help pupils understand how important faith, belief, worship and prayer are to some people. More information can be found on our RE policy and scheme and our Collective Worship policy.

9. 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.

Littlehaven Infant School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative

impacts are identified we then take steps to deal with this and make sure equity of service to all.

10. Other School Policies

We have used our existing school policies to inform our Single Equality Scheme.

These include:

-  School development plan
-  School SEN policy
-  Accessibility plan
-  Anti - Bullying policy
-  Confidential Reporting/ Whistleblowing Policy
-  Admissions (West Sussex's Admissions Policy)
-  Complaints procedure

11. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equality in this document, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. The governing body will, through the Accessibility Plan, make reference to arrangements for disabled pupils.

The governing body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the headteacher

It is the headteacher's role to implement the school's equality policy and s/he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly and in displays shown around the school

The headteacher treats all incidents of discriminatory treatment with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or otherwise discriminatory in nature. Teachers strive to provide material that gives positive images of minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of discriminatory behaviour and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

12. Commissioning and Procurement

Littlehaven Infant School endeavours to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a factor in selection during any tendering process.

13. 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 pupil induction – School Prospectus and Staff Handbook
-  Send our scheme to local community groups

14. Annual Review of Progress

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

-  The results of any information gathering and how we have used this information towards improvement.
-  The outcomes of involvement activities from 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

We will also revise our Single Equality Scheme and Action Plan every **3** years.

15. On-going evolvement of our Scheme

We will continue to involve people from all aspects of our school community in the on-going evolvement of our Single Equality Scheme and Action Plan.

This includes

-  A regular slot at Parent forum to discuss equality and diversity issues
-  Equality and diversity discussed and promoted through the curriculum e.g. participating in sporting events such as the Para Olympics, assemblies
-  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.

Appendix 1. Annual Review – September 2017

Looking back – successes and achievements in the 2016/17 academic year

What we were improving	Impact												
<p>Priority 1 Attainment and Achievement Improve attainment and progress of children with a particular focus on:</p> <ul style="list-style-type: none"> • SEN pupils progress • Progress of boys compared to girls • Progress of disadvantaged pupils • Lower prior attaining pupils 	<p>Compared to national averages, Year 2 pupils achieved well in Reading, but slightly below in Writing and Mathematics.</p> <p>Progress in all subjects was in line with nationals.</p> <p>1. In year progress for disadvantaged children shows the impact of targeted interventions for this group</p> <table border="1" data-bbox="743 745 1406 931"> <thead> <tr> <th>Summer 2017</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged group Sept 16</td> <td>62%</td> <td>54%</td> <td>54%</td> </tr> <tr> <td>Disadvantaged group July 17</td> <td>69%</td> <td>62%</td> <td>62%</td> </tr> </tbody> </table> <p>Inclusion manager was appointed in September 2017 as the post had been vacant for to address the underachievement of pupils with SEN and lower attaining pupils.</p>	Summer 2017	Reading	Writing	Maths	Disadvantaged group Sept 16	62%	54%	54%	Disadvantaged group July 17	69%	62%	62%
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