

# Navigation Primary School

## Single Equality Scheme 2017-2020

### 1. OVERVIEW

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: Age, Disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), Socio-economic background and other protected characteristics.

### 2. WHAT WE MEAN BY EQUALITY?

We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. At Navigation P.S. we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for the identified protected groups above, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

a.) As a school we commit to respect the equal human rights of all our pupils; to positively promote equality and diversity; to tackle the barriers which could lead to unequal outcomes for identified groups of pupils; to educate pupils about equality and diversity and to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to the identified protected groups.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief and socio-economic background.

### 3. PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Navigation Primary School are guided by seven principles.

#### 3.1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value.

#### 3.2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made; ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised; gender, gender reassignment and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised; age, so that the age of a person is accounted for but never discriminated against.

#### 3.3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote: positive attitudes towards people with disabilities, good relations between those with or without disabilities and an absence of harassment; positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents; mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment; positive intergenerational attitudes and relationships.

#### 3.4: We ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of: age, disability, gender or gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership or socio-economic background.

### **3.5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between different groups.

### **3.6: Wide consultation**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

### **3.7: The community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of the identified protected groups.

## **4. The General Duty**

The general equality duty is set out in the Equality Act 2010 (the Act). In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not. These are sometimes referred to as the three aims or arms of the general equality duty. The Act helpfully explains that having due regard for advancing equality involves:
  - Removing or minimising disadvantages suffered by people due to their protected characteristics.
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first aim of the duty applies to this characteristic but that the other aims (advancing equality and fostering good relations) do not apply.

**5. At Navigation we will ensure the views and needs of the following inform the Equality Scheme and action plan:**

#### **Pupils e.g.**

- Consultation with children (eg.interviews, questionnaires, day-to-day dialogue)
- School council
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments.
- In assemblies and in the curriculum.

#### **Our staff**

- Consultation with staff (e.g. interviews, questionnaires)
- Regular staff meetings with specific agenda items
- Individual discussions with staff (Open door Policy)
- Individual discussions with staff as a part of performance management.

#### **Parents/carers**

- Parental Questionnaires
- Open Door Policy
- staff on yard pre and post school
- Induction arrangements
- Feedback through the Governing Body meetings
- Parents' evenings

### **From the following data:**

- RAISE online to identify any underperformance of protected groups
- LA data
- Monitoring of racist and other incidents

### **WHAT NEXT?**

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality for protected groups. These are outlined in our Single Equalities Action Plan. See appendix 1

## **6. ACTION PLANS**

We recognise that the actions resulting from a policy are what make a difference. Every three years we will draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above. Our current action plan is set out in our Single Equality Scheme Action Plan see Appendix 1

## **7. THE CURRICULUM**

7.1. We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.

7.2. We will ensure staff has the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

## **8. ETHOS AND ORGANISATION**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society.

## **9. ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality: We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

## **10. COMMUNITY COHESION: A SHARED CONTEXTUAL STATEMENT**

Navigation P.S is committed to helping all learners to become members of a welcoming and cohesive community. This will fit them for life in England, in the United Kingdom, whose population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures. We will help all to belong and to feel equally valued as members of our school and as citizens and residents of England in the United Kingdom. The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the Self Evaluation Form. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in our Single Equalities Scheme Action Plan to promote community cohesion.

### **10.1 Ethnicity/culture context of the school (local and national).**

The school population is predominantly White British [83%] with groups of pupils from other backgrounds. This represents the cultural mix in the local community.

### **10.2 Religion/belief context of the school (local and national)**

The school is represented by most faiths but has no discerning religious character. At Navigation we embrace the needs of other major religions through the curriculum and assemblies.

### **10.3 Socio-economic context of the school (local and national)**

Navigation Primary School serves the immediate locality and other outlying areas. The demographic make up of families attending the school shows a contrast of prosperity and deprivation. We have 11.5% FSM and 10.8 % EAL pupils.

## **11. ROLES AND RESPONSIBILITIES**

11.1. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

11.2. The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

11.3. All staff members are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- give pupils the opportunity to have their voices heard with regards to equality issues.

## **12. INFORMATION AND RESOURCES**

12.1. We ensure that the content of this policy is known to all staff and governors and that parents and carers are available where to find it on our school website.

12.2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **13. RELIGIOUS OBSERVANCE**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.\*

*\*The daily act of collective worship is not covered by the religion or belief provisions of the Act, which means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths. For maintained schools a daily act of collective worship remains a mandatory requirement. It continues to be the case that in any maintained school collective worship is to be wholly or mainly of a broadly Christian character except where a determination otherwise has been successfully obtained.*

## **14. STAFF DEVELOPMENT AND TRAINING**

We ensure that all staff members, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **15. BREACHES OF THE POLICY**

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **16. MONITORING AND EVALUATION**

We will collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

To review good practice we will make use of a range of auditing schedules.

## **17. DEVELOPMENT OF NAVIGATION'S SCHEME**

The intention is that our policy will be always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by the views and aspirations of:

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

All relevant Protected Characteristic Groups are considered when undertaking Equality Impact Assessments for monitoring the potential impact of school practice in terms of: Ethnicity, religion or belief; socio-economic background; gender and gender identity, disability, sexual orientation; age. Evidence of this can be found in minutes of governors meetings and the self-evaluation form. Equality objectives identified by this process are included in the three-year plan or in the School Improvement Plan as appropriate.

## **18. MECHANISMS FOR INVOLVEMENT**

### **PRIORITISING ACTIVITY**

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

### **PUBLICATION AND REVIEW**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as paper document on request and on the school website. The scheme will be kept under regular review for three years and then replaced in September 2017.

## Equalities Action Plan 2017

### Objective 1:

To ensure that children from a diverse range of backgrounds feel welcome in the school and that their background is valued.

<p><b>Why:</b> New joiners in recent years have been Increasingly from a range of backgrounds particularly south east Asia.</p>	<p>Review</p>
<p><b>How:</b></p> <ol style="list-style-type: none"> <li>1. Ensure accurate records are kept of children and their background.</li> <li>2. Have clear systems for gaining information from children in terms of languages exposed to.</li> <li>3. All staff to develop use of other languages/signs/images in their classroom.</li> <li>4. Where appropriate interpreters to be hired to facilitate parent teacher meetings.</li> <li>5. All staff to review curriculum and assembly content to ensure a balance of cultures taught.</li> </ol>	<p>1.</p>
<p><b>Target outcome:</b> Children feel welcome and secure as evidenced by questionnaires and pupil voice activities.</p>	<p>Outcome:</p>

### Objective 2:

To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs and children develop a respect and appreciation for difference.

<p><b>Why:</b> School understands that children need to develop an appreciation of diversity as part of the wider curriculum.</p>	<p>Review</p>
<p><b>How:</b></p> <ol style="list-style-type: none"> <li>1. Clear systems in place for dealing with incidents of racism, homophobia with support in place for victim and perpetrator.</li> <li>2. Children to be taught, as appropriate to age, about different forms of discrimination and how to support one another.</li> <li>3. Use of assemblies, curriculum topics etc. to learn about and celebrate people from a range of backgrounds and cultures and those who faced discrimination themselves.</li> <li>4.</li> </ol>	
<p><b>Outcome:</b> No one is disadvantaged because of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs (see incident file for progress over time).</p>	

Objective 3:

To increase participation in competition for children from a range of backgrounds.

<p>Why: Analysis shows that children from some groups don't participate in sporting competition.</p>	<p>review</p>
<p>How:</p> <ol style="list-style-type: none"><li>1. Use Sports Premium funding to identify and provide a wide range of sporting events.</li><li>2. Use questionnaires/voice activities to identify participation opportunities for other groups.</li><li>3. Hold intra sport competitions to allow all to participate in sporting events within the school day.</li><li>4. Liaise with cluster schools to arrange bespoke events to target children who don't participate usually.</li></ol>	
<p>Outcome: Participation in sporting events will reflect the school population.</p>	