



Southam Primary School

**Single Equality Statement and Action
Plan**

2022 -2025

Southam Primary School is a caring school where everybody matters- where getting better never stops!

We achieve this by:

Providing an inspirational learning environment that stimulates curiosity, enjoyment, excitement and raises aspirations

Having a positive active partnership with our community

Developing lifelong learners where all success is celebrated

The Single Equality Scheme brings together our approach to promoting equality in our policies and procedures and in our day-to-day work with the whole community.

We regard this scheme as essential in achieving the school aims and in supporting our core values as a rights respecting school.

We celebrate the importance of working together to achieve our aim as an inclusive school which promotes high quality learning experiences for all our children.

We will also respect the equal rights of our staff and other members of the school community

In particular, we will comply with all relevant legislation and implement school plans in relation to race equality, disability equality, gender equality, age, religion and belief.

School's Context

Southam School is an average Primary school. The catchment is a mix of public estates and housing association properties alongside private properties. The children attending the school come from a wide variety of family backgrounds. The majority of children first starting school, have attended local playgroups. Pupils start school during the September of the year in which they become five, with all initially attending on a part time basis.

The ethnic composition of the school is almost all white European with a very few children from other racial backgrounds. The number of children entitled to free school meals is below the national average and the school deprivation indicator also suggests our catchment area is below the national average.

We are a fully inclusive school. We have been awarded the School's Sports Active Gold mark and Silver Science Mark.

We provide a before and after school club along with a range of after school activities.

Mission statement

At Southam Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, governors and carers, regardless of race, gender, disability, religion or belief, age or socio-economic background. We have an inclusive culture which respects the diversity of our community. We aim to provide an ethos where all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability and socio-economic background 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 stereotyping and creating an environment which champions respect for all. At Southam Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

What is our Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a four year period from 2016 to 2019. It integrates our statutory duties in relation to race, disability and gender and in promoting community cohesion. These cover staff, pupils, governors, parents, carers and all those within our extended community.

It also addresses the legislation relating to religion or belief, sexual orientations and age and therefore includes our priorities and actions to eliminate discrimination and harassment for all these equality areas.

It 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.

The governing body will review the SES and its action plan annually. We shall continue to meet our statutory duties by reporting on the outcomes of the action plan in relation to the six equality strands and promoting community cohesion.

Policy Statement

Southam Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors.

We do not discriminate against anyone on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnicity, physical or mental abilities.

We promote the principles of fairness and justice for all through the education we provide.

We ensure that all children have equal access to the full range of educational opportunities provided.

Southam Primary School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.

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

We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We will make reasonable adjustments, when required to, in order to:

increase access to the curriculum

improve access to the school building and

improve communication.

Admissions and exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Management Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure that discrepancies are identified and dealt with.

Meeting our duties

There are a number of statutory duties that must be met by all schools in line with legislation from: Sex Discrimination Act 1975 as amended. On the grounds of sex, marital status or because someone intends to undergo, is undergoing or has undergone a gender change;

Race Relations (Employment) Act 1976 as amended. On grounds of colour, race, nationality, ethnic or national origins;

Disability Discrimination (Employment) Act 1995 as amended. For reasons relating to physical or mental disability. Reasonable adjustments must be made to recruitment processes, working conditions or the workplace where that would help to accommodate a particular person who has a disability.

Employment Equality (Sexual Orientation) Regulations 2003. On the grounds of actual or perceived sexual orientation.

Employment Equality (Religion or Belief) Regulations 2003. Because of actual or perceived religion or similar or philosophical beliefs.

Employment Equality (Age) Regulations 2006. On the grounds of age.

Equality Act 2010.

All policies and plans at Southam Primary School meet these requirements including our SES.

Employer's duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We consider equality aspects such as gender, race, disability, age, sexual orientation, gender re-assignment and religion or belief when appointing staff and when allocating Teaching and Learning Responsibilities (TLR). We evaluate staffing structures to ensure decisions are free of discrimination. We are committed to the principles of equal opportunity and actively promote equality in all staffing and employment.

Actions to ensure this commitment is met include:

monitoring recruitment and retention

continued professional development opportunities for all staff;

Senior Leadership Team (SLT) support to ensure equality of opportunity for all.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Southam Primary School is committed to meeting its public sector statutory duties and responsibilities to promote race, disability and gender equality. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation. Southam Primary School SES Page 7

Race Equality *Race Relations Amendment Act 2010*

The general duty to promote race equality means that we must have due regard to:
eliminate unlawful discrimination;
promote equality of opportunity;
promote good relations between people of different racial groups.

Dealing with racist incidents

All racist incidents should be recorded in the school racist incident book and a copy given to the headteacher. The headteacher will record this on the school's record and will also inform the Local Authority (LA) and governors. Staff should deal with the incident in line with the race equality, racial harassment and school behavioural policies.

Disability Equality *Disability Discrimination act amended 2010*

The definition of 'disability' under the Equality Act 2010 is a person who has a disability that results in:

physical or mental impairment;
☑ the impairment having a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meaning:

'substantial' means more than minor or trivial;

'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

A broad definition that is likely to cover people with a disability may be:

physical or sensory impairments;
learning difficulties, including specific learning difficulties such as dyslexia;
mental health difficulties;
medical conditions such as epilepsy, diabetes and others mentioned above.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Statutory duties with regard to disabilities

We have a statutory duty to have due regard to the need to:

promote equality of opportunity between disabled people and other people;
eliminate unlawful discrimination;
eliminate disability-related harassment;
promote positive attitudes towards disabled people;
encourage disabled people's participation in public life;
take into account people's disabilities.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

increase access to the curriculum

make improvements to the physical environment of the school to increase access

make written information accessible to pupils in a range of different ways.

Gender equality *Sex discrimination Act 2010*

We have a general duty to promote gender equality which means we must give due regard to eliminating unlawful discrimination and harassment

promoting equality of opportunity between men and women, girls and boy

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

Transgender

Transgendered 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. Southam Primary School will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the school community.

Age, religion and belief *Equality Discrimination Act 2010*

HPS ensures that we do not discriminate on grounds of age, religion or belief. This scheme includes our priorities and actions to eliminate discrimination and harassment in line with all the above equality areas.

Community Cohesion *Education and Inspections Act 2006*

In addition to the duties outlined previously, we have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our SES and action plan to make it easier to monitor our progress and performance in meeting our objectives. Southam Primary School places great value on helping children learn to understand and respect others and to value diversity whilst promoting shared values. The school works to promote awareness of human rights and to apply and defend them. It strongly encourages children to develop the skills of participation and acting respectfully and responsibly. Southam Primary School recognises that we have a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We are committed to following guidance by providing

teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them

lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping

a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities support for pupils for whom English is an additional language to enable them to achieve at the highest possible level

Equality into policy and practice

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we:

use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

monitor the achievement of different pupil groups and take appropriate action;

take account of the achievement of all pupils when planning for future learning and setting challenging targets;

ensure equality of access for all pupils and prepare them for life in a diverse society;

use materials that reflect the diversity of the school population and local community in terms of race, gender, age, disability and cultural background;
promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
seek to involve all parents in supporting their child's education;
encourage classroom and staffroom discussion of equality issues which reflect social stereotyping, expectations and the impact on learning;
include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Consultations and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, governors, parents and carers. We have achieved this by using the following to shape the plan:

feedback from the annual parent questionnaire, parents' evenings, parent-school forum meetings and governors' parent-consultation meetings;
input from staff surveys and through staff meetings/Inset;
feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
issues raised in annual reviews and reviews of progress on Individual Education Plans (IEPs), mentoring and support;
feedback from governing body meetings.

Roles and Responsibilities

The governors are responsible for:

making sure the school complies with the relevant equality legislation;
ensuring that the school equality scheme and its procedures are followed;
monitoring the effectiveness of the SES;
reviewing the scheme annually;
revising the scheme every three years, or as appropriate, in line with legislation.

The headteacher is responsible for:

making sure the equality scheme and its procedures are followed;
making sure the race, disability and gender equality plans are readily available;
producing regular information for staff and governors about the plans and how they are working;
making sure all staff know their responsibilities and receive training and support in carrying these out;
taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
dealing with reports of hate-incidents.

All staff are responsible for:

dealing with racist, homophobic and other hate-incidents;
being able to recognise and tackle bias and stereotyping;
promoting equal opportunities and good race relations;
avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
keeping up to date with the law on discrimination;
taking up training and learning opportunities.

Tackling discrimination

All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's equality plan. All staff will strive to provide material that gives positive images based on race, gender and disability and which challenges stereotypical images. Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/head teacher as necessary. All incidents are

reported to the head teacher and racist incidents are reported to the governing body and the local authority on a termly basis. Southam Primary School SES Page 11

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Response to victim and family

Response to perpetrator and family

Incident form to be completed and filed.

Incidents to be reported to Governing body and local authority on a termly basis.

Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling exclusion from groups and games, unwanted looks or comments, jokes and graffiti. Types of discriminatory incidents that can occur are:

physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;

use of derogatory names, insults and jokes;

racist, sexist, homophobic or discriminatory graffiti;

provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;

bringing discriminatory material into school;

verbal abuse and threats;

incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

discriminatory comments in the course of discussion;

attempts to recruit others to discriminatory organisations and groups;

ridicule of an individual for difference e.g. food, music, religion, dress etc;

refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Publicising the Single Equality Scheme

The Single Equality Scheme will be available to anyone on request and will be explained to all stakeholders through:

school website;

school newsletters;

assemblies;

staff induction programmes;

distribution to the local community and voluntary groups as appropriate;

hard copies as required.

Southam Primary School will continue to involve people from all aspects of the school community in the ongoing involvement of the SES and action plan. This will be through the following, as and when appropriate:

school council;

staff meetings;

parent meetings;

community events.

Review of progress and impact

The plan has been agreed by our governing body. There is a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Southam Primary School Single Equality Scheme Action Plan

| Action planned to meet statutory duty/ equality legislation | | | | | | | Planned Outcome | Planned Actions | Timescale | To be actioned by | Monitored by |
|-------------------------------------------------------------|---|---|----|---|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------|--------------|
| R | D | G | SO | A | R/B | CC | <i>R- Race/ D- Disability/ G- Gender/ SO- Sexual Orientation/ A- Age/ R/B- Religion or Belief/ CC- Community Cohesion</i> | | | | |
| * | * | * | * | * | * | * | All staff aware of Single Equality Scheme and raised awareness of responsibilities | Regular agenda item at staff and phase team meetings | Termly | All staff | HT |
| * | * | * | * | * | * | * | All policies reviewed and updated and procedures audited in light of the Equalities Act 2010 | Continue to review all current policies | On-going – see policy review timetable | HT & Governors | FGB |
| * | * | * | | * | * | | Establish profile of job applicants to identify if any positive action is required to attract underrepresented groups | Monitor job applicants for all posts Collate equality information from applications | On-going | HT | FGB |
| * | * | * | * | * | * | * | Seek to broaden and strengthen our commitment to quality communications with all stakeholders | Communications to be made available to stakeholders in a range of formats, responding to need | On-going | Office staff | HT |
| * | * | * | * | * | * | * | Interested stakeholders to receive requisite training in a range of equality/ diversity issues | CPD/ INSET delivered to staff, governors, parents as required | On-going | HT | FGB |
| * | * | * | * | * | * | * | Pupils gain a greater awareness of diversity through curriculum and extended learning opportunities | Review curriculum content across the school Assemblies, lessons and resources provide opportunities for children to learn about racial, cultural, gender, disability, religious diversity other than their own | Annually | Subject Leaders & DHT | HT |
| * | * | * | * | * | * | * | Develop and strengthen the positive understanding of diversity across the school to ensure that negative stereotyping is avoided/ eliminated where necessary | Lesson and curriculum audits identify positive examples of diversity CPD provided to staff as necessary | On-going | Subject Leaders & DHT | HT |

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|---|---|---|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------|-----------------------|
| * | * | * | | | | | <p>To identify trends in attainment and progress across the school</p> <p>To narrow the gap in attainment between genders</p> | <p>Regular analysis of internal progress data</p> <p>Analyse end of year attainment data to identify trends</p> <p>Secure action planning to address and narrow any gaps</p> | <p>Annually</p> | <p>Class teachers</p> <p>Subject leaders</p> | <p>SLT</p> <p>FGB</p> |
|---|---|---|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------|-----------------------|