

# CHALFORD HILL PRIMARY SCHOOL

## Equality Scheme

Date of Scheme: January 2011  
Reviewed: February 2018  
Next Review Due: February 2021

### Purpose

This scheme is in place to ensure that the school's ethos, policies and practices respect and protect the rights of all individuals, and promote practices to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. It is central to the promotion of community cohesion.

Equality at Chalford Hill Primary School is enhanced by:

- |                   |   |
|-------------------|---|
| <b>Respect:</b>   | We respect ourselves, others, work and property.                |
| <b>Effort:</b>    | We take responsibility to participate and to try our very best. |
| <b>Achieve:</b>   | We work hard to achieve our goal.                               |
| <b>Challenge:</b> | We look for ways to improve and get even better.                |
| <b>High Five:</b> | We celebrate success.   |

### Our School Aims

At Chalford Hill, we believe that learning should be rewarding, creative and fun. We are all working to build a safe, secure and happy community where everyone is able to shine.

To realise our vision we will:

- Encourage potential, nurture talent and celebrate achievement.
- Develop the skills and confidence needed for future success.
- Provide challenging, engaging and inclusive teaching in a purposeful learning environment.
- Foster respect, responsibility and self-reliance and apply these qualities in our daily lives.
- Develop self-esteem and healthy choices.
- Support happy friendships and positive relationships.
- Appreciate and become active participants in our local community and the wider world.

The school will make every effort to ensure that all groups prosper and are not subjected to harassment or discrimination. The progress and well-being of all children will be monitored and evaluated with particular emphasis on those:

- With Special Educational Needs.
- Who have difficulties in accessing the school's facilities or services.
- Who speak English as an additional language.
- Who have frequent moves and lack stability in life leading to time out of school or low attendance.
- Who are caring for others.
- From homes with low income, and/or inadequate home study space.
- Who have experienced bullying, harassment or social exclusion.
- With low levels of parental support or different parental expectations.
- With emotional, mental and physical well-being needs.
- Who exhibit challenging behaviour.
- From minority ethnic groups including travellers, refugees and asylum seekers.

The Equalities Scheme has the following key elements: gender equality objectives and plan, disabilities equality objectives and plan, race equality scheme. In addition, all school policies will be monitored to ensure there is no discrimination on the grounds of gender, disability, race, age, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership or pregnancy and maternity.

### **Roles and Responsibilities of Head teacher, All Staff and Governors**

The **Head teacher** will:

- Ensure that a school culture and ethos is established, maintained and developed which: celebrates diversity/equality and achievement; promotes high expectations and inclusive approaches towards disabled people and those of different ethnic groups and religions; listens to and involves pupils, parents, carers and staff; communicates behaviour expectations; ensures that it welcomes applications for school places and jobs from all sections of the community; and ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.
- Prepare an equalities plan to describe what the school will do to ensure that its policies and practice do not discriminate unfairly, directly or indirectly, against any groups of adults or pupils in the school; that it is accessible to all; and that positive role models and an outward facing perspective will strengthen it.

The **staff** will actively implement the equalities plan, and support the monitoring of impact. The staff member responsible for equality is **Cathy Wynn**.

The **governing body** will:

- Incorporate equality priorities into the school plan.
- Designate a lead governor for equality issues. The Governor responsible for equality is **Chris Gardiner**.
- Use its power to nominate governors to ensure its composition reflects the community it serves.
- Encourage parents and staff from all ethnic groups when recruiting to the governing body.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this scheme using the outcomes to inform future plans.

The governing body expects all members of the school community to be committed to this scheme, and that visitors will comply with it. It accepts responsibility for ensuring that this scheme is implemented in every aspect of school life. If there is a breach of the scheme, the school will take appropriate action. This may include the following:

- In the case of pupils breaching the scheme:
  - Staff dealing with the incident will complete an incident report form.
  - The perpetrator will be dealt with in accordance with the Behaviour Policy.
  - The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.
- In the case of staff breaching the scheme the relevant procedures outlined in the staff discipline and grievance policy will be instigated.
- In the case of parents, visitors or contractors breaching the scheme they will be reminded of the school's commitment to equality and asked to desist, and further incidents may lead to individuals being requested to leave school premises.

### **Arrangements for Monitoring and Evaluation**

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this scheme. Serious breaches constitute criminal offences. The Head teacher will report to the governing body on any equality incidents.

## Single Equality Scheme Action Plan - 2018-2021

Actions identified <i>R = Race, D = Disability, G = Gender,                      SO = Sexual Orientation, A = Age,                      R/B = Religion or Belief                      CC = Community Cohesion</i>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
√	√	√	√	√	√	√	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings.	Ongoing	HT	Head teacher & Governors
		√		√	√	√	To increase the number of positive male role models in school. (Where possible within the law to recruit to achieve a more even gender balance on the staff).	Plan for opportunities for more men to volunteer in school.	Ongoing	DH & Team leads	Head teacher LWB team leads
√	√	√	√	√	√	√	Canvass opinions of parents about the school in order to help shape school self-evaluation.	School SEF Survey used to canvass opinion about the school, e.g. school uniform, healthy eating, lunchtime survey, parents evenings/info sessions. Try to ensure that these focus groups are representative of the breadth of the school community.	Ongoing	DH & Team leads	Head teacher & Governors
		√	√				Children to have improved understanding and awareness of Sex & Relationships Education & SRE curriculum implemented.	Staff training on new SRE framework, SRE policy reviewed & ratified.	Summer 2018 & Ongoing	LWB team	Head teacher & Governors

**Respect Effort Achieve Challenge High-Five**

Actions identified <i>R = Race, D = Disability, G = Gender,                      SO = Sexual Orientation, A = Age,                      R/B = Religion or Belief                      CC = Community Cohesion</i>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
√	√	√	√	√	√	√	The whole school community will be included in to the life of the school.	When planning community events consider the breadth of appeal that these events have. Through focus group discussions (see above) and consultation with the PTA try to ensure maximum appeal.	Ongoing	HT/DH & PTA	Head teacher & Governors
√	√	√	√	√	√	√	Children to have increased awareness of British Values	Work through school curriculum topics, school council, assemblies to explore core values.	Ongoing	All staff	LWB Team leads & Governors
	√					√	SEND pupils have greater involvement in clubs and extra curricular activities.	Ensure that this is a feature of annual review discussions.	At SEN Annual Review Meetings	SENCO	Head teacher & Governors
√	√	√	√	√	√	√	Tracking allows us to monitor the performance of different groups more accurately, allowing us to focus on under performance more robustly	Routine analysis of pupil tracking data, filtering groups to determine performance	Termly Analysis	Head teacher & Reading, Writing, Maths & SEND Leads	Head teacher & Governors
√	√	√	√	√	√	√	To develop a better understanding of how attendance impacts on the performance of different groups in the school.	Monthly meetings with the attendance team to monitor individual and group attendance. Action plan to support/address attendance & punctuality issues.	Monthly	Head teacher, School Administrator/ Attendance Officer	Head teacher & Governors

Actions identified <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion</i>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
	√						An audit of school facilities is used to update accessibility plan.	Consider financial implications of changes to infrastructure, source funding where necessary, agree with school's governing body.	Autumn	Head teacher & Governing Body	Head teacher & Governors
√	√			√	√	√	Children to further develop their understanding of how different faiths worship and the diverse nature of our community. E.g. including reviewing & re-forging links with partner school.	Develop an increased schedule of liaison activities, which may include visits to places of worship, visits from members of different faith groups and cross school projects and be involved in the school.	Ongoing through the life of the plan	LWB team	Head teacher & Governors
√				√	√	√	Greater and continued opportunities for school music and dance groups to perform locally	Organise visits to neighbouring schools, residential care homes / alternatively host mini performances & invite older members of the local community.	Ongoing through the life of the plan.	Head teacher, LWB team members	Head teacher & Governors
	√	√		√		√	Sustained and greater involvement by older community members in our school	Maintain 'Open the Book' initiative and invite older community members to events at the school.	Ongoing through the life of the plan.	Head teacher, & Class teachers	Head teacher & Governors
√	√	√		√	√	√	Sustained charity involvement by the children	Regular support for a range of charities.	Ongoing through the life of the plan.	Head teacher, School Council Lead	Head teacher & Governors

**Respect Effort Achieve Challenge High-Five**

Actions identified <i>R = Race, D = Disability, G = Gender,                      SO = Sexual Orientation, A = Age,                      R/B = Religion or Belief                      CC = Community Cohesion</i>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
	√	√					Needs of disabled pupils will be fully considered when structuring the curriculum, reasonable adjustments will be made to include all pupils.	Consultation with disabled pupils and staff about full involvement and engagement.	Ongoing through the life of the plan.	Head teacher, Whole Staff Team	Head teacher & Governors
√	√	√				√	Increased cross campus work with TK and schools in the Hills & Valleys & SAS Clusters	Increase in inclusion opportunities for CH pupils. Use of TK School specialist facilities and expertise. Focus days to include children from both schools. EG Build on speaking & listening model.	Through life of plan	Head teacher, TK School staff team	Heads & Governors from both schools
		√					More equality in attainment and/or progress scores between boys and girls	Implement appropriate remedial action as attainment differences are revealed between boys and girls and monitor results.	Ongoing	Reading, Writing, Maths & SEND Leads and Teaching staff	Head teacher and Governors
		√					Increase in resources with no gender stereotyping	Review resources used in teaching to ensure gender stereotyping is minimised	Ongoing	Teaching staff	Head teacher and Governors

**Respect Effort Achieve Challenge High-Five**

<b>Actions identified</b> <i>R = Race, D = Disability, G = Gender,                      SO = Sexual Orientation, A = Age,                      R/B = Religion or Belief                      CC = Community Cohesion</i>							<b>Planned Outcome</b>	<b>Planned Actions</b>	<b>Timescale</b>	<b>To Be Actioned By</b>	<b>Monitored by</b>
<b>R</b>	<b>D</b>	<b>G</b>	<b>SO</b>	<b>A</b>	<b>R/B</b>	<b>CC</b>					
		√					Gender balance amongst staff	Where possible within the law to recruit to achieve a more even gender balance on the staff	Ongoing	Head teacher	Head teacher and Governors