

ST MICHAEL'S PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

2016-2019

Date agreed: March 2016

Date for review: March 2019

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Foreword

Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of each school's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

The Cornwall Schools' Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:

- the school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
- how the school will manage, plan and include its equality and diversity policy within its day to day work..

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes.

The CSSES will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

The CSSES has been updated to include all areas covered by The Equality Act 2010.

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity

Our school is committed to:

Helping children to tackle race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination and be involved in dialogue about these actions.

Positively promoting race, disability and gender equality.

Creating good relationships within the school community with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.

Promoting equality of opportunity for all.

Section 2 - School profile and values

Your school context:

St. Michael's Primary School (4-11 years) is situated in the centre of Helston, next to the town cricket club and rugby club. The main entrance to the school is situated behind a quiet residential estate.

Helston itself is an ancient market town, situated on the river Cober, in the Kerrier district. It was granted a royal charter over 800 years ago in 1201 and continued to be an important trade centre for the area for hundreds of years. Home to the Floral Dance, an equally if not more ancient local festival celebrating the coming of spring and involving several dances through the streets of the town (including a children's dance), Helston enjoys a rich heritage which can be explored further in the local Folk Museum. Today, the town has a population of approximately 12,000 people and has close links with the Naval Air Base situated locally as well as the other towns in the area.

Our pupil population is as follows:

% of pupils from minority ethnic groups: 3.9% (27.7% national)

% of pupils first language not believed to be English: 2.2% (17.5 national)

White British: 92%

Any other white background: 0.6%

White and Black Caribbean: 0.9%

White and Asian: 0.3%

Asian or Asian British: 0.3%

Chinese: 1.2%

Any other ethnic group: 0.3%

Parent preferred not to say: 3.1%

Ethnicity not known: 1.2%

39.2% of pupils are girls

Our staff population is as follows:

Whilst we don't have a breakdown of this info the school does not discriminate with regard to ethnicity, disability, gender, religious belief or sexual orientation). (ref data protection)

Our Governing Body is as follows:

Whilst we don't have a breakdown of this info the school does not discriminate with regard to ethnicity, disability, gender, religious belief or sexual orientation). (ref data protection)

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;

- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan/Race Equality Policy (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2016 - 2019, and a review will commence from January 2017 to meet the requirements of the scheme.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

The Race Equality Policy will be reviewed annually in January

Race Equality Action Plan priorities for 2016 - 2019 (see Action Plans Section 16)

- The school will endeavour to ensure that the curriculum, classroom and library resources, and the environment of the school reflect a range of cultural backgrounds.
- The school will celebrate the successes of any multi-cultural events held in the newsletters and the Head Teacher's report to Governors.
- All teaching and ancillary staff, student teachers and Governors will be made aware of the school's Race Equality Policy.

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

Our Mission Statement

To provide a Christian environment in which children are encouraged to grow as individuals whilst learning to live in and contribute to society in a positive way

Our core values

- Realising of potential
- Respect for others
- Responsibility for own actions
- Honesty
- Co-operation

Our curriculum together with our collective worship policy is a key part in promoting community cohesion. It helps children to learn to understand others, to value diversity whilst also promoting shared values, to be aware of human rights and understand the importance of applying and defending them. They also develop the skills of participation and responsible action.

What does this look like in practice?

- teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them; (see Edison curriculum map)
- 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 the community;(e.g Y2 Hinduism day, Town Council meeting, interviewing Bishop Tim)
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English. (see provision map)

"The review of the school's vision and its core values has provided an opportunity for the school to look at itself and identify what makes it special. The outcome has been a strengthening of the Christian ethos with a greater emphasis on core values and the place of collective worship. The identification of five key values is beginning to make a difference to children's achievement in their learning and is having a growing impact on

the quality of their understanding of how values help them to lead their lives.....Relationships between all members of the school community are a strength. Children treat each other with care and respect. They listen to the views of their peers and readily accept that their opinions may not be 'the right ones'. The introduction of core values is making a good impact on the children's ability to empathise with others. This was seen in the religious education lessons observed during the inspection. Children respond well to opportunities to explore concepts and do so with confidence and occasionally with great insight. The school environment has become more accepting of its Christian foundation and children now talk with ease about issues of faith and belief. For example, they willingly share their views on the power of prayer and readily accept the views of others who may hold different viewpoints." (SIAMS report)

How you build on what you are already doing – creating a sense of shared values
(evidence: assembly plans/Powerpoints/Newsletters/Parent survey)

- How you develop an understanding in children that they all have a responsibility to their shared future.
- How you emphasise mutual respect and honesty between different groups including children and teachers. (evidence: assembly plans/Powerpoints/Newsletters/Parent survey)
- How through the curriculum, you make visible to the whole school community the necessity of fairness and trust. (evidence: Edison open days for parents)

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Scheme.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.
- Involve disabled people in the development of the scheme.
- E-readers to access books in the classrooms
- Purchase modified sporting equipment where appropriate

- Develop School's Accessibility Plan (including plans to improve the physical layout of the building and disabled access to the curriculum).
 - Modify and upgrade Y2 toilets for disabled access
 - Improve disabled access to infant building
- The DDA duties are monitored by the finance and premises committee of the governing bodies which inform SDP priorities.
- Appropriate consultation as required to advise the school on further adaptations (see visitors book)

Section 5 - The Gender Equality Duties including Transgender and Pregnancy and Maternity

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

SCHOOL GENDER POLICY

SCHOOL ORGANISATION

To ensure that gender stereotyping does not occur, the following strategies are implemented:

All staff should endeavour to avoid any organisation procedures which involve gender differentiation as this may appear to legitimise this in the eyes of the children, for example

- There should be no lining up of separate gender lines to move around the school or in assembly;
- All school lists should be alphabetical with no separation by gender;
- All space, facilities (except toilets and changing areas) and equipment in the school should be available to both boys and girls;
- In the allocation of prefect and monitor duties, there should be no gender differentiation (except for access to toilets);
- Staff should be aware that their actions can reinforce gender expectations, e.g. a male to "sort out the computer" or female to "mend a torn coat".

CLASSROOM ORGANISATION AND INTERACTION

Within their own classrooms, teachers should be cognisant of the numerous ways in which they contribute to children's perceptions of gender role. They should be alert to these possibilities and be able to stand back and review their practice. In doing so they should consider the following courses of action:

- Note to be taken of seating arrangements and whether they should be adjusted to counter gender bias
- The allocation of children to groups for practical activities should be without gender bias
- Ensure that rotas for classroom duties do not show gender bias
- Have the same behavioural expectations for both sexes
- Have the same expectation in approach to classwork

THE CURRICULUM

All subjects in the curriculum will be taught without gender bias. Equal expectations of pupils will ensure that neither gender group dominates the activity. Similarly, contributions from either gender will be equally valued.

More recently published material does attempt to avoid stereotypical portrayals of males and females, however, older books are checked before use to ensure that they are suitable and removed if not.

Bias found in books should be highlighted by guided discussion among the children.

The only exceptions to this are:

- Parts of the sex education programme – please refer to the Sex Education Policy
- While all extra-curricular sporting activities are available to all pupils, on occasion, external agencies dictate same gender teams

COMMUNICATION

The wording of all communications will be written without gender bias.

- We gather gender monitoring information through pupil admission forms and annual census return.
- The pupil tracker enables the school to monitor pupil progress and achievement by gender. (see SDP and Monitoring minutes)
- See PSHE scheme of work, Sex and Relationships policy, Safeguarding policy (annually reviewed)

Section 6 - Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

The functions, policies and procedures that will be Equality Impact Assessed in terms of promoting equality with regards to religion or belief.

Under current equality legislation for race, disability and gender schools are required to consider the impact of their policies and procedures on groups of people within their school community - this is equality impact assessment. It is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on groups of people and trying to ensure that they are not unintentionally disadvantaged by the policy or practice. (see equality impact assessment saved within policies)

Uniform policy

Admissions

R.E policy

Head Teacher's report to governors

Exclusions monitoring

(see section 10 for when these will be assessed)

Section 7 - Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

See also: Sex Education Policy, Anti-Bullying Policy and PSHE policy.

The school will include realistic images of lesbian, gay and bisexual people and the contributions they have made to different aspects of the curriculum where appropriate through the Edison curriculum and PSHE teaching e.g

Key Stage One:

Identify and respect differences and similarities between people.

Recognise how their behaviour affects other people – that bullying is wrong and know how to get help dealing with it.

Key Stage Two:

Learn how to express views confidently and listen and show respect for others.

Homophobic bullying, language and stereotypes will be challenged within the school. This will be included in the next review of the anti-bullying policy (Nov 2016)

Research resources (websites, DVD's, activities) that we will use to raise staff and pupil awareness of their rights and responsibilities and the rights of others.

Section 8 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

- The Anti-Bullying policy will be reviewed annually in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework. The next review is Nov 2016.
- Staff will receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment. (by end of current equality scheme).
- We are committed to recording all incidents in a central anti-bullying log book.
- We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues. (see anti-bullying folder)
- We are committed to passing on racist bullying and homophobic discriminatory incident forms to Cornwall's Children, Schools and Families department. (see SIMS returns)

Section 9 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Recruitment is always led by Head Teacher and must include a governor and a member of staff. All applications are considered for shortlisting using the LA shortlisting assessment form. Shortlisting is carried out against the job specification criteria.

We use formal interview, lesson observation, application form and references for the selection process.

At least one member of the interview panel must have safer-recruitment training.

Performance Management policy is reviewed annually by governors and is documented in the Performance Management file.

Monitoring arrangements:

- Selection and recruitment (Staffing committee)
- Selection for redundancy, restructuring, redeployment and retirement (Staffing committee)
- Training and development (Senior Leaders/Head Teacher report to governors includes all recent training)
- Promotion (Staffing committee)
- Performance appraisal (Staffing committee)
- Award for pay, bonus and allowances (Staffing committee/Pay appeals)
- Grievance (Chair of Governors, complaints panel)
- Disciplinary (staff dismissal and disciplinary/disciplinary committee)
- Harassment (Chair of Governors, complaints panel)
- Discrimination (Chair of Governors, complaints panel)

Section 10 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

(see undertaking equality impact assessments – saved policies)

- A list of the EIAs that have been carried out.
- The EIAs that will be carried out between 2016 – 2019 are:
 - *Admissions and Transfer (by March 2017)*
 - *Attendance (by July 2017)*
 - *Exclusions (by October 2017)*
 - *Uniform (by December 2017)*
 - *Behaviour (by July 2018)*
 - *Sports (by December 2018)*
 - *Anti-bullying (by October 2016)*
 - *School trips (by March 2018) see Risk assessments*
- The EIAs will involve disabled pupils, staff and parents/ carers, boys and girls, men and women; and people from Black, Asian and minority ethnic communities.
- The EIAs will monitor the effects of current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from Black, Asian and minority ethnic communities.

Section 11 - Consultation and Information

- We have an ongoing culture of promoting a conversation within the school and wider community concerning all the issues raised by this section. We currently consult staff, governors, parents, outside agencies and pupils through: coffee mornings, parent forum, annual parent survey, professional meetings and School council. We also intend to consult other stakeholders when undertaking the EIAs.
- We are committed to minimising any barriers that people face in accessing consultation (e.g. people with various disabilities, men / women and people from Black, Asian and minority ethnic communities; people from LGBT and from faith groups).
- We will seek appropriate expert advice including the Diocese and other Christian groups to overcome any barriers and challenges.
- The needs of the individual will be accounted for regarding issues of language and communication, venues and times of meetings when carrying out consultations.

Section 12 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

- The governor policies committee will ensure that the school meets the requirements of the Equality Act 2010, Race, Disability and Sex Equality Duties, and meets the requirements of the Employment Equality Regulations for Religion & Belief and Sexual Orientation 2003
- The governor policies committee will monitor the delivery of the Schools Equality Scheme. (see minutes)
- The Head teacher will ensure that all members of staff develop the importance of the Scheme and their ownership and delivery of it. (annual September INSET training)
- The School's Equality Scheme will be linked to the School Development Plan. (by September 2016) and will be monitored by the SDP and monitoring and the policies committee.

Section 13 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

Head Teacher's Annual report to parents (October 2016, October 2017, October 2018)
Monitoring of scheme - policies and SDP and monitoring committees (see minutes)
Revise Equality Scheme – Feb 2017

Section 14 - Publication

The Schools Equality Scheme is published as a separate document and is available on request.

- The scheme will be published by end of April 2016 and will be signposted through the school newsletter and available to view on the school website.
- We will offer the document in other formats/ languages on request (e.g pink paper/enlarged).

Section 15 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the Council because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the CSES.

Section 16 - Action Plans

Our action plans shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

See below

ST MICHAEL'S PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

RACE DUTY ACTION PLAN

(See section 3)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
The school will endeavour to ensure that the curriculum, classroom and library resources, and the environment of the school reflect a range of cultural backgrounds.	All staff	By Feb 2017	Learning environment monitoring
The school will celebrate the successes of any multi-cultural events. These will be recorded within parent newsletters and the Head Teacher's report to Governors.	All staff Head Teacher	on-going	Newsletters Head Teacher's report to governors
All teaching and ancillary staff, student teachers and Governors will be made aware of the school's Race Equality Policy.	All staff	By end of September 2017	Staff meeting minutes

ST MICHAEL'S PRIMARY SCHOOL

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DISABILITY EQUALITY ACTION PLAN

(See section 4)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
Increasing the inclusion of positive images of disabled people across the curriculum.	All staff	By Feb 2017	Learning environment monitoring
Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.	All staff Head Teacher	By Sept 2017	SENCo monitoring H.T lesson observations
Purchase e-readers to ease access of books within the classroom	Finance committee	By end of April 2017	Finance committee budget monitoring
Purchase modified sporting equipment where appropriate	Finance committee	By end of April 2017	Finance committee budget monitoring
Involve disabled people in the development of the scheme.	Head Teacher	By end of April 2017	Policies committee minutes H.T report to governors
Develop School's Accessibility Plan (including plans to improve the physical layout of the building and disabled access to the curriculum). <ul style="list-style-type: none"> ➤ Modify and upgrade Y1/2 toilets for disabled access ➤ Improve disabled access to infant building 	Finance and Premises committee	By end of Feb 2019	Finance and Premises committee minutes
DDA duties are monitored by the finance and premises committee.	Finance and Premises committee	On-going	Finance and Premises committee minutes

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GENDER EQUALITY ACTION PLAN

(See section 5)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
Monitor Edison curriculum to ensure that the attainment gap between boys and girls continues to narrow	All staff	On-going	Edison curriculum monitoring Pupil progress meetings Standards report to governors (HT report Autumn 2016/2017/2018)
All teaching and ancillary staff, student teachers and Governors will be made aware of the school's gender Equality Policy.	All staff	By end of September 2016	Staff meeting minutes

ST MICHAEL'S PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

RELIGION AND BELIEF ACTION PLAN

(See section 6)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
The following policies will be Equality Impact Assessed in terms of promoting equality with regards to religion or belief. <i>Uniform policy</i> <i>Admissions (LA policy)</i> <i>R.E policy</i> <i>Head Teacher's report to governors</i> <i>Exclusions monitoring</i>	All staff	Dec 2016 March 2017 Sept 2017 Oct 2017 Oct 2017	Equality impact assessments

**Under current equality legislation for race, disability and gender schools are required to consider the impact of their policies and procedures on groups of people within their school community - this is equality impact assessment. It is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on groups of people and trying to ensure that they are not unintentionally disadvantaged by the policy or practice. (see equality impact assessment saved within policies)*

ST MICHAEL'S PRIMARY SCHOOL

SINGLE EQUALITY SCHEME

SEXUAL ORIENTATION ACTION PLAN

(See section 7)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
Staff will be signposted to resources (websites, DVD's, activities) that can be used to raise staff and pupil awareness of their rights and responsibilities and the rights of others.	S.L.T Middle leaders PSHE leader	By July 2017	Staff meeting minutes

ST MICHAEL'S PRIMARY SCHOOL
SINGLE EQUALITY SCHEME

COMMUNITY COHESION ACTION PLAN

(See section 3)

Target/objective	Personnel involved	Timescales	Evidence of progress/impact/date
Ensure that pupils' understanding of community and diversity is enriched through fieldwork/visits	All staff	By July 2019	Head Teacher's report to governors will update governors with regard to educational visits