

SINGLE EQUALITY SCHEME AND ACTION PLAN BEECROFT PRIMARY SCHOOL September 2015

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VISION AND VALUES

At Beecroft Primary School we are committed to giving all our children every opportunity to achieve the highest of standards – regardless of their age, gender, ethnicity, attainment or background. We are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- pupils who require intervention strategies;
- children with special educational needs;
- children with disabilities
- gifted and talented children;
- children in families who are under stress;

- pupils in public care;
- any children who are at risk of disaffection or exclusion.

SCHOOL CONTEXT

Beecroft Primary is a popular and oversubscribed school near the centre of Leeds. A large proportion of pupils come from areas of high socio-economic disadvantage. A small minority travel from elsewhere in the city because of the school's good reputation. The spread of ability is extremely wide but is well below national expectations when children start school. The number of pupils from minority ethnic backgrounds has risen significantly over the last eight years to approximately 62%. This is due to the conversion of nearby flats into accommodation for overseas students and an increasing number of British born Asian pupils attending the school. Many of these overseas pupils stay for 6 to 12 month periods. Approximately 38% of pupils have English as an additional language; a very small proportion has little or no English on arrival. The school is designated a 'leading school' for excellence within the local authority and was designated as an EMA Hub School within Leeds; this involved creating bespoke training programmes for visiting schools, conducting learning walks and lesson observations.

The changing demographic profile of Beecroft has necessitated a focused shift in the structure of the curriculum so that it meets the needs of all pupils e.g. it is culturally rich, relevant, and uses practical experiences including visits to aid learning, all of which is built upon a language rich curriculum. The school is a richer environment for its diversity and has embraced the change, but its belief that all pupils can achieve highly remains unaltered. The school has high aspirations, high expectations and expects nothing but the best for its BME and EAL pupils. Staff professional development has ensured that they are fully aware of the main features of inclusive and effective teaching and the school's staffing structure is designed to provide targeted support to raise attainment and accelerate progress of all groups of pupils where necessary. Approximately 10% of the pupils are on the SEND register.

Beecroft Primary was graded outstanding in 2007 and 2010 and received an outstanding report for a geography subject inspection in September 2011 (see extracts below related to cultural and community cohesion and the language approach to foundation subjects across the school).

“The geography curriculum is continually reviewed and enhanced to meet the changing cultural and linguistic needs of the local community and its pupils and ensure that they can learn from and about others. This ensures that it is flexible and responsive and provides a relevant context for learning.”

“There are very strong links between the teaching of geography and English. High-quality work in speaking, listening and writing has accelerated pupils' progress in geography.”

All pupils at Beecroft Primary School achieve highly at the end of KS1 and KS2. In 2015 at the end of KS2-

100% of BME pupils achieved level 4+ in writing and 50% of BME pupils achieved level 5+.

100% of EAL pupils achieved level 4+ in writing and 50% of EAL pupils achieved level 5+.

100% of BME pupils achieved level 4+ in reading and 50% of BME pupils achieved level 5+.

100% of EAL pupils achieved level 4+ in reading and 50% of EAL pupils achieved level 5+.

94% of BME pupils achieved level 4+ in maths and 61% of BME pupils achieved level 5+.

92% of EAL pupils achieved level 4+ in maths and 50% of EAL pupils achieved level 5+.

Beecroft sets ambitious targets beyond VA for BME and EAL pupils in order to narrow the attainment gap. All pupils are expected to achieve their targets.

WHAT WE MEAN BY EQUALITY?

At Beecroft Primary School 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.

OUR GUIDING PRINCIPLES

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

Principle 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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio- economic circumstances

- whichever their gender and sexual orientation
- whatever their age

Principle 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 of 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- 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
- promote positive intergenerational attitudes and relationships.

Principle 4: We will 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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual and transgender
- age (where appropriate)

Principle 6: We consult widely

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. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys
- lesbian, gay, bisexual and transgender
- people of varied ages

Principle 7: We feel that 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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys
- lesbian, gay, bisexual and transgender
- people of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age
- socio-economic circumstances

These are outlined in our School Improvement Plan and inclusion action plans.

ACTION PLANS

1. We recognise that the actions resulting from a policy are what make a difference.
2. Each year we 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.
3. Our current action plan is set out in our School Improvement Plan and our inclusion action plans.

THE CURRICULUM

4. 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.
5. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

6. 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

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. 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.

ROLES AND RESPONSIBILITIES

10. 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. Two dedicated members of the governing body have a watching brief regarding the implementation of this policy.
12. 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.
13. A senior member of staff (Miss Brown – Deputy Head) has day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff 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.
 - pupils have the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.
16. 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.

RELIGIOUS OBSERVANCE

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

STAFF DEVELOPMENT AND TRAINING

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

BREACHES OF THE POLICY

19. 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.

MONITORING AND EVALUATION

20. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. 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.
22. To review good practice we make use of a range of auditing schedules.

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

Our pupils/students

At Beecroft the pupils are central to the life of the school and their opinions are always listened to and their views considered.

- All classes from Year 1 to Year 6 are represented on the School Council.
- Pupils' views are elicited about inclusion issues including their own experiences as EAL/BME/SEND pupils at the school.
- Pupils' views are elicited as to how the curriculum could be improved.
- Our School Council is reflective of the composition of the school and is involved in decisions. All children are included in discussions during assembly and class time.
- Advice is sought from an equal numbers of girls and boys

Our staff

All staff at Beecroft are responsible for ensuring that the needs of our pupils are met. Miss Brown (Deputy Head and SENCO) is the named Inclusion Co-ordinator who is responsible for organising any specific inclusion work in the school along with the headteacher.

All staff (teaching and non-teaching) have received training in dealing with incidents of discrimination and know how to identify and challenge bias and stereotyping. Our programme of staff development always includes an expansion in training opportunities for all staff on meeting the needs of disabled children and school issues linked to the DDA.

Our school governors

The Governing Body has a balanced and representative group of parents, staff and community volunteers. Parent governors play an important role in understanding and articulating the concerns and aspirations of parents in the school community.

Parents/carers

At Beecroft from the very first day that a pupil joins the school all parents/carers are encouraged to participate at all levels in the full life of the school. Information and material for parents is accessible in user friendly language and teaching staff are always available to talk to parents individually about their child's progress.

Parents of children / children with a disability are invited to disclose a disability, learning difficulty, or long term medical condition that affects their everyday life as a pupil.

We have tried to anticipate the needs of parents/carers who would describe themselves as disabled or who are parents/carers of our disabled children as part of our compliance to DDA and to respond to an individual's own needs when informed.

Our partners in the community

Beecroft Primary is involved with other agencies such as the Speech and Language Team, Deaf and Hearing Impaired Team, Visually Impaired Team, School Nurses and Social Care.

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.

LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised in below. As first published, they are:

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005
Statutory Instrument 2005 No. 2966

The Race Relations Act 1976 (Statutory Duties) Order 2001
Statutory Instrument 2003 No. 3458

The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006
Statutory Instrument 2006 No. 29

DISABILITY EQUALITY

The general duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities

- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
- involve disabled people in the development of the scheme
- produce an action plan setting out the key actions an authority will take to promote disability equality
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

What impact have we already had on disability equality in our school?

At Beecroft Primary School we are committed to giving all our children every opportunity to achieve the highest of standards – regardless of their age, gender, disability, ethnicity, attainment or background. We are committed to inclusion and welcome our general responsibilities under the Disability Discrimination Act 2005 and the resultant Equality Duty. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

At Beecroft Primary School we:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person favourably.

Our policy sets out the steps that the school and governing body take to improve the outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

Beecroft Primary holds at the centre of our ethos the uniqueness of each person and our work promotes the celebration of each individual. We aim to cater for the individual needs of all pupils and believe that all children can achieve high standards of work, behaviour and attitudes to others.

To achieve this aim we follow a set of key principles-

- At Beecroft Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.
- Our admissions policy does not discriminate against disabled pupils.
- The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We provide full access to the curriculum for all pupils through differentiated planning.
- We will make reasonable adjustments to ensure that the school environment is as accessible as possible.
- We will not tolerate harassment of disabled people with any form of impairment nor will we create any barrier that would limit or prevent a disabled person from enjoying the same opportunities as people who are not disabled.
- We ensure that the Special Educational Needs Code of Practice is implemented across the school.
- We involve parents/carers at every stage in plans to meet their child's needs and where possible, we involve the children themselves when planning their provision.

Definition of Disability:

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or

more of the following: mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse effect on his / her ability to carry out normal day-to-day activities.

What key issues still remain for our school?

To continue to ensure all aspects of health and safety are reviewed and modified where necessary to take account of our disabled pupils and staff.

To review extra-curricular activities and ensure we are taking account of the needs of disabled pupils.

To consider how the school can best support parents who have disabilities, to fully engage in the education of their children.

Governors will review this Disability Equality Scheme annually. We will report annually on the progress we make on promoting equality of opportunity for disabled people. The Headteacher will report back to governors on:

- Information we have gathered;
- How this information was used;
- Action points completed during the year and those that are on-going. We will ensure disabled people are involved in this process.

Access arrangements

- All new build programmes are DDA compliant and a programme of works has been planned / carried out to render the majority of other accommodation DDA compliant.
- Accessible car parking is available near the main entrance.

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

The general duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

What impact have we already had on race equality in our school?

At Beecroft Primary School all children are aware of the rights and equality of every individual. We help all pupils to achieve as much as they can, and get the most from what is on offer, based upon their individual needs. Through the school's tracking and data management system we are able to identify pupils who may need additional support to fulfil their potential. The school uses both nurture programmes and learning intervention programmes to support identified children. The impact is that all children are able to get the most from their learning. Due to the caring ethos of the school, all children feel valued and safe, this enables all pupils to engage in their learning and make progress.

All pupils at Beecroft Primary School achieve highly at the end of KS1 and KS2, with no notable differences in achievement and attainment between students who have

English as an additional language and those whose first language is English and belong to BME groups. Beecroft sets ambitious targets beyond VA for BME and EAL pupils in order to narrow the attainment gap. All pupils are expected to achieve their targets.

The school has achieved the Stephen Lawrence Education Standard level 2. This has helped the whole community focus on the equality of every individual and raise awareness of race equality. The impact of this has been to clarify for all stakeholders the rights and responsibilities of each of us as members of the community. From 2012 Beecroft Primary School has been designated as an EMA Hub school for Leeds due to fulfilling the criteria:

- ✓ Be a good or outstanding school in all areas.
- ✓ Have strong leadership capacity to drive EMA forward across schools, localities and the city.
- ✓ Have the attitude that no barrier to learning is insurmountable.
- ✓ Have a proven track record in raising achievement and attainment for disadvantaged pupils.
- ✓ Have “Every Child Matters” at the heart of its standards agenda.
- ✓ Have clear and identifiable strategies for targeting underachieving BME pupils.
- ✓ Have the capacity to release appropriate teaching and support staff without adversely affecting standards and the efficient running of the school.
- ✓ Have staff within the school who have the skills and knowledge to offer outreach and school to school support.
- ✓ Have a focus on language development across the curriculum throughout the school.
- ✓ Have staff who have a thorough knowledge of EMA pedagogy and recognise its importance at the heart of planning and teaching.
- ✓ Have achieved the SLES (level 2).
- ✓ Have close links with community groups.

Have a personalised and relevant curriculum to engage a diverse group of pupils.

What key issues still remain for our school?

- To maintain high levels of achievement for all pupils.
- To train new staff to the school so that these standards can be maintained.
- To support other schools in its role as an EMA HUB school.
- To ensure we are doing all that is possible to educate the school community about race equality.

GENDER EQUALITY

The general duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- gather and use information on how their policies and practices affect gender equality
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- consult stakeholders in the development of the scheme
- assess functions and policies, or proposed policies, which are relevant to gender equality
- implement the actions set out in the scheme within three years
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.

What impact have we already had on gender equality in our school?

Beecroft Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favorably in any procedures, practices or aspects of service delivery. Our school will not tolerate harassment of people based on their gender or transgender status. We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against

pupils and staff by adhering to our duties as an employer under the legislation. At Beecroft Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What do we understand by “gender”?

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

School's Strategic Priorities

We are committed to raising achievements and standards for all children, and where necessary to making extra provision to ensure that children from particular groups are able to access the curriculum equally. In this way all will flourish.

Under the Every Child Matters agenda we are working to ensure that children are healthy and safe, that they enjoy and achieve well, make a positive contribution, and achieve economic well-being. Gender equality plays an important role in ensuring that all children have equal access to these aspects of the curriculum. Through the school's policies we actively promote gender equality and oppose gender discrimination in all its forms. The impact of this is that all stakeholders have a positive attitude and commitment towards equality. The collection and analysis of data ensures that we have detailed information on the progress of all pupils. We are therefore able to monitor the progress of all groups of children. The impact of this is that all pupils who need additional support are identified and action taken to ensure they fulfil their potential.

Our school ethos encourages children to see that all opportunities are open to both genders and this is expressed through the curriculum and through resources and extended activities.

What key issues still remain for our school?

We aim to offer all students of both genders the opportunities to participate in all aspects of the life of the school.

We aim to be increasingly aware of stereotypes in terms of gender and actively challenge these.

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at Beecroft Primary School make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We at Beecroft Primary School understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

The curriculum of Beecroft Primary School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life. At Beecroft we believe that as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Beecroft Primary School works hard to secure a thriving, cohesive community, while recognising the vital part it has to play in building a cohesive society for the future. At Beecroft Primary School we wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.

- Subject leaders to provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

Working with pupils who have English as an Additional Language (EAL)

- The school recognises and values bilingualism.
- The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices and children's writing.
- The school will explore a broad range of other media e.g. computer software, the internet, audio and visual, films, songs, games etc., to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

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

Opportunities across the curriculum are promoted to share values and to help pupils to value differences and to challenge prejudice, discrimination and stereotyping. A programme of curriculum based activities whereby pupils understanding of community and diversity is enriched through fieldwork and visits from members of different communities.

Support is given for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school's ethos and values.

Pupil behaviour, discipline and exclusion (There have been no exclusions in 19 years).

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to Leeds City Council on request.

Admissions and transfer procedures

- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Working to eliminate variations in outcomes for different groups

All pupils at Beecroft Primary School achieve highly at the end of KS1 and KS2, with no notable differences in achievement and attainment between students who have English as an additional language and those whose first language is English and belong to BME groups.

Beecroft Primary works very hard to make links with the community and believes that this integral to having a successful school.

Examples of such links include:

Family Assembly is open to all parents, prospective parents and members of the community every Friday morning.

Parent's Association – Friends At Beecroft actively support the school.

Parents are encouraged to come into school and work with the children. Newsletters are sent home to encourage parents to come in to school and read to pupils in their home language.

Food has proved to be a key instrument in introducing our different parent and pupil communities to one another. At school fairs and concerts we have actively encouraged parents and friends to contribute a 'taster' of their traditional dishes. This has proved to be successful.

During their time at Beecroft pupils visit the local places of worship of the Muslim, Sikh, Hindu and Christian communities.

South Parade Church comes into school once a term to lead an assembly. They also run a club every Monday lunch-time for the pupils to attend.

Parents of different faiths are encouraged to come in to school to answer questions about their faith and/or culture e.g. 'How do you put a turban on?' 'Why do you eat these special foods during this festival?'

Beecroft Gardening Club work with Paxton Horticultural Society (local society) to develop their gardening skills. The pupils enter their flower and vegetable competitions.

Every year Beecroft takes part in Kirkstall Festival.

We have worked with Leeds Music Service to provide a World Music program for Key Stage 2 pupils.

We theme our school concerts and performances to appeal to all pupils and parents – 'One World'.

To aid transition to secondary school Year 6 visit the Derek Fatchett Centre to complete computing work and work with Lawnswood High School on a Gifted & Talented program for maths.

MFL language club runs for Key Stage 2 pupils.

We are in discussion at the moment about having a partner International School for the pupils to communicate with – this is a work in progress.

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Beecroft Primary School will also comply with and have due regard to the following equalities legislation:

New Equality Act 2010

The Equality Bill has recently gone through parliament and became an Act on the 8th April 2010. It took effect from autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability**

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- **Gender re-assignment**

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and maternity**

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- **Race**

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief**

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or

belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex**

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation**

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age**

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace.

The **Employment Equality Regulations 2003** protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The **Employment Equality (Sexual Orientation) Regulations 2003** and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.