



Crawley Ridge Junior School Single Equality Scheme and Action Plan

1. Introduction to our Single Equality Scheme and Action Plan

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002. The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007.

As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Our Single Equality Scheme (SES) is reviewed regularly; it integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover: staff, pupils, and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme (SES) enables us to achieve a framework for which action covers all eight equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the SES and action plan. This will be reviewed by our Governing Body and will cover activities undertaken in relation to the eight equality strands and promoting community cohesion.

2. Meeting our duties

Under statutory duties all schools have a 'General Duty' to:

- i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**

ii. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means:-

- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

iii. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-

- tackling prejudice.
- promoting understanding.

Our commitment to this is evident in our Inclusion Policy, which should be read in conjunction with this scheme.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.
4. Dealing with racist incidents

We follow the Surrey Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

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

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, girls and boys.

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

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the school community.

Age, sexual orientation, religion, belief, pregnancy and maternity

We must ensure that we do not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas; again the Surrey Local Authority Guidelines will be adhered to.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious socio-economic groups. We have incorporated our priorities into our Single Equality Scheme to make it easier to monitor our progress and performance to meet our objectives.

3. Our school Values and Vision

In meeting the duties described above will mean that all our actions will embody our school's key principles and values which include:

- We strive to make the best possible provisions for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating people the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation of public life of all learners in our school.

4. Collecting and analysing equality information for pupils at Crawley Ridge Junior School

Crawley Ridge Junior School is an inclusive environment, which celebrates difference and diversity. We use our curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil her/his potential.

We collect and analyse the following equality information for our pupils:

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance of extended school activities /extra curricular activities (e.g. educational visits & school after school clubs)
- Participation in School Council
- Inclusion in the following groups: EAL, SEN and FSM,
- Racial Incidents
- Booster & one to one intervention projects
- Behavioural and emotional intervention groups
- Pupil Premium funding
- Addition PE funding – Physical Education Premium Funding
- Extra-curricular engagement

5. Collecting and analysing equality information for employment and governance at Crawley Ridge Junior School

Crawley Ridge Junior School is committed to providing a working environment free from discrimination, victimisation and harassment.

Crawley Ridge Junior School also aims to recruit an appropriately qualified workforce and our governing body is able to provide a service that respects and responds to the diverse needs of the local community.

All staff vacancies are recruited using the trust application forms which contain requests for information relating to ethnicity, gender and disability using the Surrey Local Authority Safer Recruitment guidance. Applicants, however, can choose to indicate they do not wish to give this information.

At interview to comply with both the Health Standard Regulations and Section 60 of the Equality Act we must ensure that any health related questions are targeted, necessary and relevant to the job applied for.

All information relating to staff is kept on the school's secure central database – SIMS held by our School Business Manager.

We collect and analyse the following profile information for our staff and governors.

Information Gathering (Staff and Governors):

- Applications for employment (via local authority recruitment forms)
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance case – if any
- Staff appraisals/performance management.
- DBS Central register (*formerly CRB register*)
- Qualifications achieved

All held securely by the School Business Manager

We are mindful of the laws relating to confidentiality when devising this Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

6. Involving People

Crawley Ridge Junior School is a predominantly white British community. We appreciate that the legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we endeavour to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute also.

7. Religion and Belief

As a community Surrey Local Authority school, Crawley Ridge follows the Surrey L.A. guidelines (Surrey Agreed Syllabus published 2013) for our Religious Education curriculum. Pupils are taught about Christianity and the major world faiths such as Judaism, Islam and Hinduism. We respect parents rights to withdraw their children from RE and Collective Worship as part of the joint partnership between home and school.

8. Other School Policies

We have used our existing school policies and documents to inform our Single Equality Scheme (SES). These include:

- School Development Plan
- Inclusion Policy
- Learning and Teaching Policy
- Personal, Social, Health Education & Citizenship Policy
- Spiritual, Moral, Social and Cultural Development
- Inclusion and Accessibility Action Plan
- Special Educational Needs Policy

- Anti-bullying policy
- Whistle-blowing Policy
- Access to education for children with medical needs
- Attendance Policy

9. Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme. The designated governor for this policy is the SEN Governor.
- Our Headteacher is responsible for the implementation of this Scheme, and will ensure that our staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of the scheme.
- Our staff are expected to promote and model an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subjected to any inappropriate language or behaviour by telling an appropriate adult.
- We will take steps to ensure all visitors and contractors to the school, including parents and carers are adhering to our commitment to equality.

10. Commissioning and Procurement

Crawley Ridge Junior School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation.

11. Publishing our scheme

Our Single Equality Scheme (SES) will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff induction
- Centrally held paper copy/ies

12. Annual Review of Progress

- We will continue to review annually the actions we have taken in the development of our Single Equality Scheme (SES) which include:
- The results of any information gathering activities for race, disability and gender and how we used this information towards improvement will be shared during the next review
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme (SES) and Action Plan every three years or earlier should the need arise.