



**CENTRAL PARK**  
**PRIMARY SCHOOL**  
EAST HAM

Learning Now for Future Success

# **SINGLE EQUALITY SCHEME POLICY**

***DRAFTED BY:*** Leon Ojukwu 7/21

***STATUS:*** Approved by GB

***APPROVAL DATE:*** March 2016

***DATE TO BE REVISED:*** Spring 22

***DATE LAST REVISION:*** 7/21

# Central Park Primary School Single Equality Scheme

## 1. INTRODUCTION

Central Park Primary School is at the heart of the local community. We are committed to developing an inclusive learning environment, which is happy, safe and caring. We are dedicated to pursuing excellence for all, through, a stimulating and well-resourced environment and enthusiastic, committed staff. We aim to raise self-esteem and the awareness of others, encouraging respect and celebrating all achievements. We aim to deliver an exciting and relevant curriculum for all ensuring that every child can access every part of that curriculum.

As a school we recognise our duty to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs, as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil that duty in respect of members of each of these ‘equality strand’ groups, but also to go beyond and ensure justice and equality are at the heart of our school community and in all aspects of our policies, procedures and practices. We will apply the highest requirement of the law across all equality strands which will enable us to achieve the following for all groups.

- promoting equality of opportunity through vision, strategy and practice;
- eliminating all forms of unlawful discrimination;
- eliminating harassment and bullying;
- keeping accurate records of bullying or harassment related to equalities and report as required to the Local Authority (LA);
- promoting positive attitudes;
- increasing participation in public life;
- taking positive action to meet needs, even if this requires more favourable treatment;
- promoting community cohesion; and
- narrowing the attainment gap.

### 1.2 Relevance and proportionality

In paying due regard to the legislation and our commitment, we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the **relevance** of equalities issues in relation to our policies, procedures and practices. This means we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on policies, procedures and practices that have the greatest effect on different stakeholders. We ask ourselves whether they affect different groups in different ways and try to implement them in ways that best promote equality. This is achieved through systematic **impact assessments** and increasing the **participation of stakeholders**.

### 1.3 Participation

We will ensure, as far as possible, that representatives from all equalities strands affected by relevant equalities issues have a say in the way such issues are addressed. To this end, our **working party will** include representation from the widest range of relevant groups that we can achieve.

The school involves **stakeholders** including pupils, staff, parents/carers and other users of the school in relation to all equality issues. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or who have recently arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set our priorities.

### 1.4 Setting our priorities

**The priorities for the SES are set in the light of:**

- data collection and needs analysis to inform policy and action planning;
- views expressed by stakeholders that have been involved in the development of the scheme; and
- consultation held widely as well as representation through the working party.

**Our priorities are:**

- narrowing the attainment gap between members of groups covered by the SES and other pupils who are not members of those groups;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an additional language;
- improving the involvement of disabled pupils, staff, parents and carers;
- challenging race and gender stereotypes in subject choices;
- tackling bullying of pupils based on gender, disability, sexuality or poverty
- promoting positive attitudes to belief minorities.

## 2. EQUALITY PRINCIPLES

The governing body's duty to promote equality of opportunity and tackle discrimination is carried out by the Equalities Committee (EQ) through:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation;
- ensuring understanding of the broad definition of disability within the DDA;
- sensitively encouraging declaration of equality strand membership by pupils, parents/carers, staff and other users of the school;
- working with trade unions to implement the gender and age duties in employment functions;
- ensuring that action plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while 'levelling-up' expectations in the other strands;

- setting up the working party, with membership to include:
  - governors
  - parent/carer
  - staff representative
  - SENCO
  - associate members e.g. disabled pupils, school council reps, community / voluntary groups and minority ethnic groups; and
- ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately.

### **3. The working party**

Our working party is involved at all stages of the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- to ensure the involvement of the widest possible range of people; representing the different equality strands;
- to arrange for the gathering of information relating to all equality strands; and
- to consider arrangements for impact assessments.

### **4. Information gathering**

#### **4.1 Information gathering**

The collection of information is crucial to deciding what actions to take to improve equality and tackle discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to conduct accurate impact assessment and identify which of the school's priorities have been achieved and on what issues we need to improve.

#### **4.2 Types of information to be gathered**

The wide range of information gathered to support our planning and to fulfill our duty of promoting equality and tackling discrimination includes the following:

- identification of pupils, parents, carers, staff and other users of the school representing the different equality strands to develop and help us monitor the scheme (comprehensive and sensitive efforts made to collect information and meet security of information requirements);
- pupil attainment and progress data relating to different groups;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue; and
- data on the recruitment, development and retention of employees.

## **5. Impact Assessment**

An impact assessment is a review of all current and proposed policies, procedures and practices in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are on-going processes to ensure that the school's policies, procedures and practices are developed in an increasingly inclusive and equitable way.

We undertake impact assessments in a relevant, proportionate and systematic way. They are incorporated into the school's planned review and revision of every policy and are also undertaken through other established criteria in a screening process.

Every new policy, procedure and practice will be drawn up with regard to the school's duties as described in this SES and will be subject to impact assessments in relation to potential positive or adverse impacts.

## **6. Implementation**

Our action plan is incorporated into the School Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications; and
- specified dates for impact assessment and review.

## **7. Review**

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans; and
- using the impact assessments to ensure that all actions that are taken create a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being tackled effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed; and
- use such evidence to conduct accurate impact assessments which then inform priorities.

**Review Date: Fully reviewed Summer 2021 but with an annual review of the action plan.**