



## **Single Equality Scheme: 2021 – 2024**

### **Mission Statement**

At Thames View Primary School (TVPS), staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become life-long and responsible learners.

We promote our values of respect, honesty, kindness, perseverance, responsibility and equality throughout all we do. We aspire for our children to make a positive contribution in a constantly changing world.

### **Aims**

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school: pupils, staff, governors, parents and carers and all those within our extended school community, the community of Rainham; it extends to our county of Kent, our country and any international communities we encounter.

We acknowledge that it is very important for us to work together in achieving our aim of being fully inclusive of our children and young people.

### **What is the Single Equality Scheme (SES) and Equality Action Plan? (EAP)**

Our SES and action plan covers a three year period from 2021 – 2024 and is published as part of the school's duties under the Public Sector Equality Duty (2011). It integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

- Age;
- Race;
- Sex;
- Disability;
- Sexual Orientation;
- Religion or Belief;
- Gender Reassignment;
- Pregnancy and Maternity;
- Marriage and Civil Partnerships.

The duties cover staff, pupils and people using the service of the school such as parents.

Our SES and Action Plan enable us to set out how the school is complying with the Equality Act and how we plan to improve equality further. It also sets out the action we will take to comply with the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act (2010);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

We will continue to meet our statutory duties by reporting annually on the progress of the SES and setting new Equality objectives at least every four years.

1. Compliance with the Equality Act (2010)
  - a) The school provides training to all staff to outline the requirements of the Equality Act (2010) and the school's Public Sector Equality Duties.
  - b) The school does not have a large amount of diversity in its workforce
  - c) An equality statement is included on all vacancy adverts and information is provided to the Local Authority about workforce diversity as part of the School Census.
  - d) The school monitors pupil's performance to assess whether or not they are achieving to their potential and to target support where it is needed, using:
    - I. Analyse School Performance;
    - II. Tracking of individual pupil's progress at least three times a year; and
    - III. Further tracking of other vulnerable groups, including those known to have protected characteristics.
  - e) The school will consult widely on its performance on Disability Equality. Pupils, parents and staff will be surveyed. Recommendations from these surveys will feed into our action plan (see below)
  - f) A 'pupil voice' exercise will be undertaken to explore the children's opinions about diversity in school. Recommendations made by the children will be reviewed and considered.
  - g) Parents will be sent an annual disability questionnaire. From the information provided in these questionnaires, a disability Register will be set up. This includes information relating to a pupil's or their family's disability, and any adjustments required for them fully access the school. Staff who are involved in making these adjustments are made aware of the requirements by the Head Teacher.
  - h) An accessibility plan will be carried out. This plan is consulted regularly as work is undertaken in school to improve access to the schools' buildings.
  - i) SEND children have review meeting at least annually, as part of the parent/teacher consultations. At this meeting the children and their parents are asked about any ways in which the school can help them further. The information from these meetings are review by the Equality coordinator so that any equality issues can be highlighted and action taken to address them;
  - j) Children with protected characteristics are included in all aspects of school life. This includes participation in extracurricular activities, including school drama performances, talent shows and sporting competitions;

- k) During lesson planning, staff are encouraged to consider how the piece of work relates to education on equality and to highlight this to pupils, where appropriate;
- l) PSHCE lessons include equality topics, including racism and discrimination based on faith or sexuality;
- m) The school's policies are reviewed to make sure that they comply with the Equality Act (2010)
- n) INSET training takes place on a variety of SEND topics such as: Dyslexia, Attachment Difficulties, Dyspraxia, managing medical needs, Down Syndrome, Hearing and Vision Impairment, ASD and ADHD. Training has also taken place on specific medical conditions which can fall under the definition of the Equality Act (e.g., epilepsy, diabetes and asthma)
- o) Information on disabilities and medical conditions is included in the booklet on medical needs which each class teacher has a copy of;
- p) Any bullying incidents are recorded on the school's system. This system is regularly reviewed by the SLT to check for instance of patterns of behaviour;
- q) Detailed SEND Support Plans are written for those children with an Educational Health Care Plan; some of these children may have a disability.
- r) SEND information of individual children is accessible on the school's computer record system (Arbor). Briefings are given to all staff about children who are new to the school;
- s) Work within school is differentiated if this is required so that children with disabilities access the curriculum;
- t) Small group interventions are provided by teaching assistants

All school staff have been provided with safeguarding training and clear policies and procedures are in place.

The achievement of pupils will be monitored by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Thames View, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit.

As well as the specific actions set out in our three-year plan, the school operates equality of opportunity in its day-to-day practice in the following ways

### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the way in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender and disability without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in support their children’s education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectation and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population which are inclusive and reflective of our pupils

### **Equal opportunity for staff**

We are committed to the implementation of equality opportunity principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we consider the diversity of our community when appointing staff.

### **Employer duties**

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunity for all staff
- Senior Leadership Team support to ensure equality of opportunity for all
- Equality and the Law

The equality objectives in our Equality Plan address our duties under current equality legislation, up to and including the Equality Act 2010.

The action plan at the end of this Equality plan outlines the actions Thames View Primary take to meet the general duties detailed below.

### **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended to The Race Relations (Amendment) Act 2000

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Under our specific duty we will:
  - Prepare an Equality Plan which includes our written policy for race equality
  - Assess the impact of our policies, including this Plan on pupils, staff and parents by ethnicity including, in particular the achievement levels of these pupils
  - Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

## **Disability**

This section should be read in conjunction the school SEND Policy and Accessibility Strategy.

### Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities

Section 18 has been amended so that 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 impact on his/her ability to carry out normal day-to-day activities

### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty of schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promotion equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes toward disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability goals and actions to meet them
- Review and revise this Plan every three years

### **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on ground of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirement of a Gender Equality Scheme identifying our gender equality goal and actions to meet them
- Review and revise this Plan every three years.

## **Sexual Orientation**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and service for pupils and treatment of pupils.

## **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and social-economic backgrounds. The duty came into force on 1 September 2007.

## **Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We will achieve this by using the following to shape the plan:

- Feedback from parent questionnaires and parents' evening
- Input from staff surveys or through staff meeting / INSET
- Feedback from the School council, PSHCS lessons, whole school surveys on children's attitudes to self and School
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support
- Feedback at Governing Body meetings

## **Roles and Responsibilities**

### **The role of the Governors / Local Academy Board**

The Local Academy Board (LAB) has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.

The LAB seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disability, and also strive to make school communication as inclusive as possible to parents, carers and pupils.

The governors welcome all applications to join the school whatever a child's social economic background, religion, race, gender or disability.

The LAB ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the head teacher or senior leader responsible of Equalities**

It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the head teacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guideline fairly in all situations.

The head teacher ensures that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities.

The head teacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspect of school life.

The head teacher treats all incidents of unfair treatment and any incident of bullying or discrimination, including racist incidents with due seriousness.

### **The role of all staff**

All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, religion, gender, disability, sexual orientation or social-economic background and challenge stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the head teacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Tackling discrimination**

Harassment on account of any inequality is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher, where necessary. All incidents are reported to the head teacher and racist incidents are reported to the LAB on a termly basis.

### **What is a discriminatory incident?**

Harassment on ground of race, religion, gender, disability, sexual orientation or social-economic background can take many forms including verbal or physical abuse, name calling exclusion from groups and games, unwanted looks or comments, joke and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'

## Types of discriminatory incident

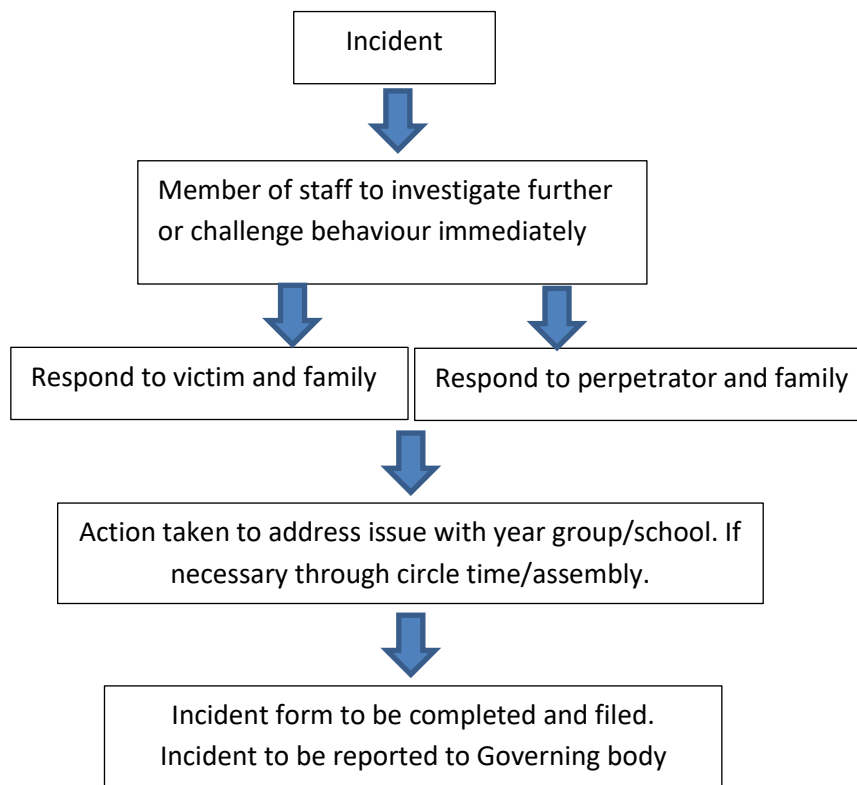
Types of discriminatory incident that can occur are:

- Physical assault against a person or group because of an inequality
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist homophobic or discriminatory badges or insignia
- Bring discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to an inequality
- Discriminatory comments in the course of discussion
- Attempt to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, religion, gender, disability, sexual orientation or social-economic background.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:





### **Review of progress and impact**

The Plan has been agreed by our LAB. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle

We make regular assessment of pupils learning and use this information to track pupil progress. As part of this process we regularly monitor achievement by ethnicity, gender and disability to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies staff meetings and other communications