



Burbage Junior School

Single Equality Scheme

October 2018

The Burbage Way: striving to be the best version of ourselves.

Introduction

This equality scheme is the school's response to the specific and general duties in the current equality legislation. It meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

At Burbage Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Aims

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Day-to-day Practice

As well as the specific actions set out in our action plan, the school operates equality of opportunity in its day-to-day practice. 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 ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender, disability and socio-economic factors and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure that all pupils have equality of access to both curricular and extra-curricular experiences
- Use materials that reflect the diversity of the school, population and local community in terms of race, 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
- Prepare all pupils for life in a diverse society
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations 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

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities 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 are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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 reports of bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Tackling discrimination

Harassment or victimisation on account of protected characteristics 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.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences:

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation means punishing or threatening to punish someone because they have:

- asserted their rights under equal opportunity law
- made a complaint
- helped someone else make a complaint
- refused to do something because it would be discrimination, sexual harassment or victimisation

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- 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
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim’s race, disability, ethnicity, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference related to culture e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

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

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the Class Teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Roles and Responsibilities

The role of the Governing Body

- To do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the protected characteristics
- To seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics
- To take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for everyone
- To welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- To ensure that no one is discriminated against whilst in our school on account of the protected characteristics

The role of the Headteacher

- To implement the school's Single Equality Scheme, supported by the governing body
- To ensure that all staff are aware of the Single Equality Scheme, and that teachers apply these guidelines fairly in all situations
- To ensure that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum; respect for other people and equal opportunities to participate in all aspects of school life
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The role of all staff

- To ensure that all pupils are treated fairly, equally and with respect, and to maintain awareness of the school's Single Equality Scheme
- To strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images
- To challenge any incidents of prejudice, racism or homophobia and draw them to the attention of the Headteacher
- To support and encourage each other to intervene in a positive way against any discriminatory incidents.

Action Plan Development

We have included a range of stakeholders in the development of this Single Equality Scheme, including pupils, parents, staff and governors of the school. We have achieved this by using the following to shape the action plan:

- Feedback from the annual parent questionnaire, parents' evening, parent coffee mornings or governors' parent consultations
- Input from staff surveys or through staff meetings
- Feedback from the school council, PSHE lessons, and pupil surveys/interviews
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at governing body meetings

Monitor and Review of the Action Plan

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Every three years, we will review our objectives in relation to any changes in our school.

Publication

This Single Equality Scheme and action plan is understood and implemented by all staff. The plan will be made available online on the school website, and paper copies are available upon request.

Breaches

Our school's complaints procedure covers the Single Equality Scheme and action plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Action Plan 2018-2019

Priority	Responsible Person(s)	Action Required	Resources	Timescale	Reviewed By	Success Criteria
Improve SEND provision through the development of an 'Inclusion Team'.	KA, HS, SD, GG, GB.	<ul style="list-style-type: none"> • To create an Inclusion Team to improve SEND provision across the school • To introduce assessment, entrance and exit procedures to target pupils effectively • To provide Wave 3 intervention • To support teachers with strategies in Wave 2 intervention • To ensure that the work carried out by the team is mirrored in the classroom 	<p>Intervention Room</p> <p>Time to meet as a team</p> <p>Initial set up costs</p>	To begin in Autumn 2018 and embedded by Summer 2019	KA, SLT, Inclusion Governors	<p>Intervention will be more accurately targeted using entrance and exit criteria.</p> <p>SEND pupils will see a positive impact on progress.</p>
To increase the use of concrete and pictorial representations to support pupils in maths lessons.	RP, all teaching staff	<ul style="list-style-type: none"> • Audit maths resource to ensure that necessary equipment is available • Develop class tool kits to ensure that resources are readily available throughout the maths lesson • Staff meeting time to share resources, models and images 	<p>Maths budget to buy any resources identified in audit.</p> <p>Time to audit and ensure resources are readily available</p>	To begin in Autumn 2018 and be embedded by end of Summer 2019	Reviewed by RP/KA/SLT/Govs.	<p>Pupils will be encouraged to use resources to aid with increasingly complex problems.</p> <p>Children will have access to resources throughout the maths lesson, choosing what they will use independently to support them in their learning</p>

<p>Prepare pupils for life in a multi-cultural society.</p>	<p>DL, SW, CH, all teaching staff</p>	<ul style="list-style-type: none"> • To review and develop teaching of British Values and Religious Education • To ensure that pupils are given opportunities to visit a range of places of worship • To continue to implement strategies linked to Characteristics of Learning and Growth Mindset • To ensure that these are reflected in school assemblies 	<p>Curriculum leader time to monitor and develop</p>	<p>To begin in Autumn 2018 and be embedded by end of Summer 2019</p>	<p>Reviewed by DL/SW/CH/KA/SLT/Govs.</p>	<p>Provision of RE, PSHE, British Values will be consistently good.</p> <p>There will be a more consistent approach across the whole school.</p> <p>Pupils will have a greater range of opportunities to visit places of worship.</p> <p>Children will show greater resilience, positive attitudes and a developing self-belief.</p>
<p>Improve outcomes in boys' writing.</p>	<p>FP, all teaching staff</p>	<ul style="list-style-type: none"> • To engage in the Affinity Boy's Writing Project • To develop whole-school writing practice in light of the outcomes of the project 	<p>Affinity funding to release FP to engage in the project</p> <p>Staff meeting time to disseminate information</p>	<p>To begin in Autumn 2018 and be embedded by end of Summer 2019</p>	<p>Reviewed by FP/KA/SLT/Govs.</p>	<p>There will be a positive impact on progress in boys' writing.</p>