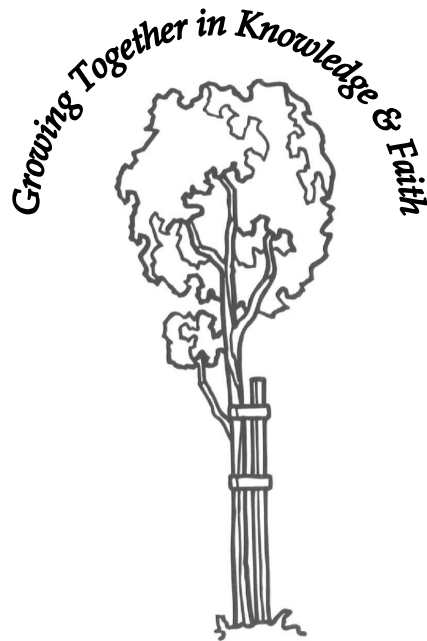


Bow Brickhill C of E VA Primary School

Single Equality Scheme 2012-2014



Introduction

Bow Brickhill Church of England V.A. Primary School comes under the auspices of The Diocesan Board of Education for Oxford and works in partnership with Milton Keynes Local Education Authority. Recognising its historic foundation the school will preserve and develop its character in accordance with the principles of the Church of England and in partnership with The Church at parish and Diocesan level. The school aims to serve its community by providing an education of the highest quality in the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience offered to all pupils.

As a Christian community we believe that all are equal and everyone is welcomed here and valued as an individual.

Purpose of the Scheme

Bow Brickhill Church of England Primary School's Single Equality Scheme brings together action plans for Race, Gender and Disability equality as well as Community Cohesion and will enable us to reduce inequalities as stipulated in the Equality Act 2010.

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 2010

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

We are committed to responding to all diversity related legislation and to ensure individuals in our school are protected from harassment and discrimination.

The scheme covers the following protected characteristics:

- Disability
- Gender

- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Being married or in a civil partnership

In addition its scope will extend to any individual at risk of being vulnerable including those associated with socio economic factors.

Our Mission Statement:

To prepare our children for the challenges of life within a happy, healthy and caring Christian environment, where every child counts.

Aims

1. We will deliver a broad and balanced education through first- hand experience, which excites, challenges and motivates each individual child.
2. We will create a partnership in which the responsibility for each child is shared between the home, the school and the community.
3. Alongside parents we will prepare children to be independent and responsible members of the community and wider world.
4. We will provide opportunities to ensure all children have a positive self - esteem and are enabled to develop their unique gifts.
5. We will promote the understanding of people's needs, views, cultures and beliefs that need to be treated with respect.

Characteristics of our school

Bow Brickhill is a small village school on the outskirts of Milton Keynes. The school catchment area is the village of Bow Brickhill and surrounding areas. There are currently 95 pupils on roll. Since the last inspection the school has

expanded, now admitting pupils up to Year 6. In addition, the original Victorian school building has been extended and modernised, resulting in a greatly improved learning environment. (SIAS 2010)

This smaller than average school has increased in size since the last inspection and now accommodates the full primary age range. Pupils are taught in three mixed-age classes and a Reception class. They come from a variety of social backgrounds and are almost all of White British heritage. The number of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities varies significantly from year to year but is currently just below that found nationally. Their range of needs includes problems with speech, language and communication as well as behavioural, emotional and social difficulties. The school holds a number of accreditations including the Activemark and Healthy Schools Status.(OFSTED 2010)

In relation to equalities OFSTED also noted:

- This is a good school where all pupils are equally valued.
- In their pursuit of high quality teaching and the promotion of equal opportunities, the headteacher and her deputy continually review classroom practice through regular monitoring.
- Leaders and governors take seriously their responsibility to promote equal opportunities and tackle discrimination and the success of this commitment is evident in the way barriers to learning are being tackled.
- The school has a good understanding of the community it serves and promotes community cohesion well. A productive partnership has been formed with the local schools. Pupils' knowledge and understanding of the global community is developing well.

The current make up of the school April 2012

Characteristic	Number
Number of pupils	Female 50 Male 41
Number of staff	Female 20 Male 1
Number of governors	8 Female 6 Male
Religious character	Church of England
Pupils eligible for FME	2
Disabled staff	0
Disabled pupils (SEN/LDD)	4 with statements, 7 with school action and 7 with school action plus
Disabled pupils (no SEN)	
Ethnic groups(not including White British)	18 pupils
BME staff	0
Average attendance rate	95.4%
Significant partnerships, extended provision, etc.	All Saint's Church, Breakfast Club, After School Club, Little Stars Nursery, Pre School, St Mary's School, Gaare Bbane JH School Ghana
Awards, accreditations, specialist status	Schools for Life Award, Silver Sing Up, Active Mark, FMSIS

General Duties

Disability general duty - *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty - *Sex Discrimination Act as amended by the Equality Act 2010*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty - *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty - *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school will also work hard to meet the duty to promote community cohesion. We will increase our focus on 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, and to develop the skills of

participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our single equality scheme. Action relevant to disability, gender, race and community cohesion is specifically identified in the Action Plan.

Guiding principles

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender

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, so that the different needs and experiences of girls and boys, women and men are recognised.

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 national status, 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

Principle 4: Staff recruitment, retention and development

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 national status
- whichever their gender.

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 backgrounds
- girls and boys, women and men.

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 backgrounds
- both women and men, and girls and boys.

We will continue to consult various stakeholders on this scheme and on our policies through

- Questionnaires:- pupils and parents, staff and Governors
- Parent Consultation Evenings
- Transition Meetings

- Consultation on Village Safe Travel Scheme
- Policy Consultation e.g. SRE Evenings.
- Curriculum Meetings.
- Governing Body Meetings - minutes made available
- Committee Meetings
- Events with other faith schools

Principle 7: Society 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 backgrounds
- both women and men, girls and boys.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

Ethos and organisation

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' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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.

Roles and responsibilities

1. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
2. A member of the governing body has a watching brief regarding the implementation of this policy.
3. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

5. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
 - 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.

Information and resources

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

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

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

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

Breaches of the policy

6. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

7. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
8. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
9. To review good practice we make use of a range of auditing schedules.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

The implementation of this single equality scheme will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. The whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our single equality scheme as broadly as appropriate. To this end, we will publish an annual update the results of a full scheme review every three years - in which we will make proposals for future action.

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. A full report of outcomes will be sent to the governors on an annual basis.

Priorities 2011/12 - 2013/14

The following policies will be reviewed and impact assessed over the next 3 years:

- Anti-Bullying
- SEND
- Behaviour
- PSHCE