

BENEDICT PRIMARY SCHOOL EQUALITY & DIVERSITY SCHEME

Incorporating gender equality, race equality, disability equality and actions to support and promote community cohesion.

School's Aims and Values

This scheme sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Benedict Primary School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, pregnancy or maternity needs, sexual orientation, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (e.g. children, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Equality Legislation

This equality and diversity scheme enables Benedict Primary School to meet our statutory obligations under the equality duties outlined below and includes a set of specific measurable targets for each area of legislation. The key pieces of equality legislation are:

The Equality Act 2010: A single Act now covers all forms of discrimination in employment and in the supply of goods and services. The Act introduced some new provisions and retained many existing provisions as they stood. The Act covers the same groups that were previously protected and introduces the new term "protected characteristic".

There are different types of discrimination that are prohibited under the Act: direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment, victimisation and discrimination arising from disability.

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us, when carrying out our functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

The Disability Discrimination Act 2005 states that we should in carrying out our functions have due regard to the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, have due regard to the need

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

Duty to Promote Community Cohesion. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came statutory from September 1 2007.

School Context

Benedict Primary School is a two form entry primary school in Merton. The school's maximum capacity is 459 FTE children. The school community is diverse with a high percentage of children coming from minority ethnic groups and having English as an additional language. The percentage of children eligible for free school meals is higher than national average and the school's deprivation indicator is higher than national average. We have a number of children who are members of Travelling Communities (definition taken from Equalities Act).

We have a number of policies and procedures to support all children, staff, parents and governors. These are:

- a curriculum that promotes and reinforces respect for equality of gender, sexual orientation, culture, religion and disability.
- differentiated teaching, including teaching assistants, SEN and EAL support;
- regular tracking and analysis of children's progress;
- a whole school PSHE and citizenship curriculum;
- equal opportunities policy;

- use of external resources (Educational Psychologist Services, School Nurse and associated medical/ development support resources, continuing professional development support);
- SEN, EAL and Gifted & Talented policies;
- recruitment and selection policy (LEA);
- induction policy;
- Work-Life Balance Guidelines;
- Guidelines for governing body.

Roles and responsibilities

This equality and diversity scheme links to other specific policies and action plans that the school produces including the School Development Plan.

This equality and diversity scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this equality and diversity scheme will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Head and Leadership Team - They will demonstrate through their personal leadership the importance of this scheme. The Leadership Team will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the scheme and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head teacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need and that outcomes are monitored.

Governors - The Governing Body has agreed this scheme and will assess and monitor its impact annually. One member of the governing body will have specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity.

All Staff - All staff will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. They will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

Pupils - Children will be made aware of how the equality and diversity scheme applies to them. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

Parents/Carers - Parents and carers will share in the development of the equality and diversity scheme and be encouraged to participate fully in implementing it within the

school - particularly by reinforcing its ethos at home. They will be invited to comment on the scheme and will be regularly updated on progress

Training

All staff and governors will receive training on the scheme and their responsibilities under it. All new staff and Governors will have the policy explained to them as part of induction arrangements. Following revision of the scheme changes will be communicated to all staff and "refresher" training will be arranged as necessary. All children will be given an overview of the scheme following its formal adoption and their responsibilities.

Breach of the policy

We will ensure that all governors, staff, children and parents are fully aware of the content of the scheme and their responsibilities under it. All governors, staff, children and parents will be expected to abide by the policies and principles set out in the scheme and related policies. All persons covered by the scheme will be aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the scheme - in the first instance to the Headteacher and/or member of the senior leadership team. It will be for the Headteacher, in consultation with other relevant staff, to decide on an appropriate response to any breach of the scheme depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Code or similar)
- Involvement of governors
- Fixed term or permanent exclusion

Monitoring, Assessing and Reviewing the Policy

The school will monitor the impact of this scheme on children, parents, governors and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment we will collect information about pupils performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- Punishment and reward
- Harassment & bullying
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular, it will help us to:

- Highlight any difference between pupils

- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Make links with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

Harassment

We will reinforce the school's anti bullying and anti-harassment ethos through:

- raising awareness amongst staff and pupils of harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti -bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- ensuring that homophobic related harassment and harassment related to gender reassignment is identified and addressed;
- the use of SEAL (Social Emotional Aspects of Learning) materials;
- the use of Stonewall learning materials;
- If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school and encouraging our pupils to actively engage with others to understand what they all hold in common.

Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence
- Engagement and extended services.

Specific examples of the activity we implement to promote community cohesion include:

Teaching, learning and curriculum

- Ensuring that teaching and curriculum provision support high standards of attainment, promote common values, and build children's understanding of the diversity that surrounds them. This is further enriched through fieldwork, visits and meetings with members of different communities.
- Providing support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

- a focus on securing high standards of attainment for all pupils from all ethnic backgrounds, genders, sexual orientations and of different socio-economic status.
- effective approaches in place to deal with incidents of prejudice, bullying and harassment.

- admission arrangements that promote community cohesion and social equity.
- Engagement and extended services
- Links with other schools are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity with shared use of facilities to provide a means for pupils to interact e.g. inter-school competitions.

School to parents and the community:

- strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- engagement with parents through coffee mornings, curriculum evenings and parent forum meetings.

Assessing the impact of policies

We will continue to assess the effectiveness of our existing policies through existing arrangements for developing and reviewing other school policies. The main questions for assessing the impact of **all** our school's policies - giving special attention to pupil's attainment levels - will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils, governors and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

Involvement in the development of the Equality and Diversity Scheme.

We involve children, parents, staff and governors in the development of targets by:

- Setting appropriate performance management targets
- Setting progress targets for pupils
- Reporting pupil progress to parents at parents' evenings and end of year reports
- Providing regular feedback to governors on the progress made in achieving the targets set.

Making the Scheme Available

We will make this equality scheme widely available both within the school community and in the wider community so that all Governors staff, pupils and parents are aware of it and its contents. We will do this by:

- Formally adopting the policy at a Governing Body meeting and recording this in the minutes
- Distributing copies of the scheme to all members of staff
- Discussing the scheme with children and making sure they know what it means
- Making copies available to parents
- Publishing the scheme on the school website
- Producing the scheme in alternative formats on request
- Using PSHE (Personal, Social, Health Education) links effectively.

This equality and diversity scheme was formally adopted by Benedict Primary School in October 2016.

Gender Equality Action Plan.

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To review why SEN children and Pupil Premium children achieved below other pupil groups	To analyse 2015/16 results and set targets accordingly	To analyse 2016/17 results and set targets accordingly		Classteachers/ AHTs/ Headteacher
To ensure that the profile of school staff reflects that of the wider community.	Ensure advertisements for vacancies are advertised effectively to encourage a wide range of applicants.	Ensure advertisements for vacancies are advertised effectively to encourage a wide range of applicants.	Ensure advertisements for vacancies are advertised effectively to encourage a wide range of applicants.	Headteacher/ SBM/ Chapel Street Personnel
Ensure that all children know how to be healthy	Plan a focus week to reinforce the importance of healthy lifestyles. Achieve healthy schools status in a selected area.	To continue to embed the teaching of healthy practices across the curriculum by ensuring clear cross curricular links.	Ensure PSHE and PE lessons include opportunities to reinforce the importance of healthy lifestyles (food, exercise etc)	PSHE Co-ordinator/ Classteachers
Ensure that children are not victims of bullying or harassment	Monitor incidents of sexual discrimination/ harassment. Include report on incidents in annual update against Gender Equality Action Plan to Governors	Monitor incidents of sexual discrimination/ harassment. Include report on incidents in annual update against Gender Equality Action Plan to Governors		Headteacher/ AHTs / Governors

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	To provide opportunities for children to have first hand experience of non-stereotypical role models.	To continue to provide opportunities for children to have first hand experience of non-stereotypical role models. Continue to ensure clubs provide a wide range of opportunities for all children.		PSHE Co-ordinator/ Subject Co-ordinators / class teachers
Ensure that all pupils' voices are heard.	To extend the role of the school council in leading whole school improvement through pupil voice activities	To ensure all children have an active involvement in the decision making process to further improve the school.		PSHE Co-ordinator/ Headteacher/ AHTs / Governors/ Classteachers
Ensure that all pupils have access to appropriate progression routes and that they are encouraged, where appropriate, to adopt non-stereotypical progression routes.	Ensure planning clearly defines the provision in place for meeting identified individual needs.	To provide opportunities for children to have first hand experience of non-stereotypical role models.	Continue to track performance of who underachieving pupils to ensure that effective provision is in place to meet individual needs.	Classteachers/ PSHE Co-ordinator/ Headteacher
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	Provide a translation service for EAL parents to support them at parents' meetings.	Provide opportunities for parents to request a 'messenger' meeting to discuss their child's progress.	Ensure timings of parents' meetings are flexible. Provide opportunities for parents to request a telephone/email/messenger meeting to discuss their child's progress.	Classteachers/ AHTs/ Headteacher

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
Ensure that the governing body of the school reflects that of the wider community	Encourage parents from a range of backgrounds to stand as parent governors as positions become available.	Promote a wider understanding of the purpose of the governing body to ensure all parents and the wider community are aware of governor roles and responsibilities.	Encourage parents from a range of backgrounds to stand as parent governors as positions become available.	Governing Body/ Headteacher
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	Monitor provision of activities to ensure opportunities are available for all children.	To increase, where possible, the range of extra curricular activities on offer.	Ensure all activities are non gender specific. Use disadvantaged subsidy to support families in accessing clubs where a cost is involved. E.g. After School Club	Co-ordinators/ Headteacher/ AHTs
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	Through monitoring ensure trips are planned on a half termly basis. Ensure, where possible, there is no cost for educational visits.	Provide funding to support educational visit provision.	Use Disadvantaged subsidy funding to subsidise the school residential visit to encourage a wider participation from all groups of children	Classteachers Headteacher

Disability Equality Action Plan

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To gather and monitor data on disabled pupils and their attainment levels	To make full and effective use of P scale assessment to evaluate children's attainment (where needed).	To make full and effective use of P scale assessment to evaluate children's attainment (where needed). Review provision for disabled children		SLT
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves disabled	Ongoing	Ongoing		SBM
Continue to monitor the reasons for rejection of disabled applicants	Ongoing	Ongoing		SBM
To work to support compliance with the following provisions of the "Disability Symbol"(two ticks) scheme:				
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities.	100% compliance	100% compliance	100% compliance	SBM
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with a manager/personnel officer to discuss needs for adjustments and their development.	100% compliance	100% compliance	100% compliance	SBM
Make every effort when employees become disabled, to make sure they stay in employment.	100% compliance	100% compliance	100% compliance	Headteacher/ SBM

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
Take action to ensure that all employees develop the appropriate level of disability awareness needed to make (i.e. the Trust's) commitments work.	Monitor training plan	Monitor training plan	Monitor training plan	Headteacher/ SBM
Ensure that disabled pupils are supported to achieve through the provision of support (mentors/ teachers) and appropriate resources (i.e. audio books)	Regularly review provision for disabled pupils to ensure provision/ resources meet their needs effectively	Regularly review provision for disabled pupils to ensure provision/ resources meet their needs effectively	Regularly review provision for disabled pupils to ensure provision/ resources meet their needs effectively	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that disabled pupils can access the facilities and support they require	Provide support and resources to ensure disabled children can access all facilities and support required	Provide support and resources to ensure disabled children can access all facilities and support required	Provide support and resources to ensure disabled children can access all facilities and support required	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that disabled children know how to be healthy	Provide a differentiated curriculum to support disabled children in their understanding of how to healthy	Provide a differentiated curriculum to support disabled children in their understanding of how to healthy	Provide a differentiated curriculum to support disabled children in their understanding of how to healthy	SENCO / AHTs/ Class teachers
Ensure that positive attitudes towards disabled people are promoted.	Provide regular opportunities for all children to develop positive attitudes to disability through the use of SEAL materials, raising awareness of disability and circle time	Provide regular opportunities for all children to develop positive attitudes to disability through the use of SEAL materials, raising awareness of disability and circle time	Provide regular opportunities for all children to develop positive attitudes to disability through the use of SEAL materials, raising awareness of disability and circle time	SENCO/ AHTs/ Headteacher/ Class teachers

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
Ensure that disabled children are not victims of bullying or harassment	Record and report with racial incidents reporting incidents of disabled harassment	Record and report with racial incidents reporting incidents of disabled harassment	Record and report with racial incidents reporting incidents of disabled harassment Review Anti-bullying policy	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that disabled pupils' voices are heard.	Children are positively encouraged to voice their opinions (with support where necessary)	Children are positively encouraged to voice their opinions (with support where necessary)	Children are positively encouraged to voice their opinions (with support where necessary)	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that disabled pupils have access to appropriate progression routes.	Assess needs of disabled children and provide appropriate support to meet their academic, physical, social and emotional needs	Assess needs of disabled children and provide appropriate support to meet their academic, physical, social and emotional needs	Assess needs of disabled children and provide appropriate support to meet their academic, physical, social and emotional needs	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that disabled parents are supported to access information about their child's progress at school.	Liaise with parents and external agencies to ensure parents are able to easily access information regarding their child's progress e.g. review meeting location, need for support etc.	Continue to liaise with parents and external agencies to ensure parents are able to easily access information regarding their child's progress e.g. review meeting location, need for support etc.	Liaise with parents and external agencies to ensure parents are able to easily access information regarding their child's progress e.g. review meeting location, need for support etc.	SENCO/ AHTs/ Headteacher/ Class teachers

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
Ensure that parents of disabled children are supported to access information about their child's progress at school	Meet regularly with parents and other agency supporting the needs of disabled pupils to review and evaluate provision.	Plan regular meetings with parents and other agency supporting the needs of disabled pupils to review and evaluate provision.	Meet regularly with parents and other agency supporting the needs of disabled pupils to review and evaluate provision.	SENCO/ AHTs/ Headteacher/ Class teachers
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	Meet with disabled governors and community members to ensure their needs are met to enable them to readily participate in all school bodies	Meet with disabled governors and community members to ensure their needs are met to enable them to readily participate in all school bodies	Meet with disabled governors and community members to ensure their needs are met to enable them to readily participate in all school bodies	Chair of Governors/ Headteacher/ AHTs/ Class teachers
Ensure that disabled pupils can participate in extra curricular activities	Ensure there are extra curricular activities which meet the interests of disabled children	Ensure there are extra curricular activities which meet the interests of disabled children	Ensure there are extra curricular activities which meet the interests of disabled children	PE Co-ordinator/ AHTs/ Headteacher
Ensure that disabled pupils can participate in school trips and visits.	Provide support to ensure disabled children can participate in all school trips and visits	Provide support to ensure disabled children can participate in all school trips and visits	Provide support to ensure disabled children can participate in all school trips and visits	Class teachers/ AHTs/ Headteacher

Signed:

Chair of Governors: _____

Headteacher: _____