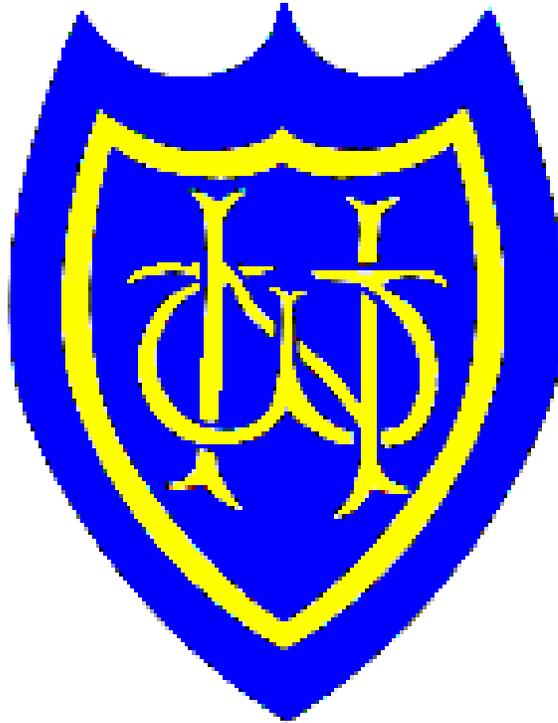


Northway Primary & Nursery School



SINGLE EQUALITY SCHEME 2013 - 2016

If you would like this document in an alternative format
(large print, audio, Braille) please contact the school:
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ABBREVIATIONS

SES	Single Equality Scheme
EIA	Equality Impact Assessment
LEA	Local Education Authority

FOREWORD

Valuing diversity is central to achieving the overall aims of Northway Primary & Nursery School and is reflected in our mission statement:

'Northway School exists to provide its pupils with the best possible learning environment. It aspires to achieve this in a happy, caring and safe atmosphere where we, the pupils, parents and staff, are encouraged to see value in ourselves, in each other and in the community and environment in which we live and work. This can only be achieved by the whole school community working together - staff, governors, parents and pupils.'

Northway Primary School Mission Statement

Northway School exists to provide its pupils with the best possible learning situation. It aspires to achieve this in a happy, caring and safe atmosphere where we, the pupils, parents and staff, are encouraged to see value in ourselves, in each other and in the community and environment in which we live and work.

Northway's 'Positive Cultural Norms'

The Northway School Community is committed to developing a 'can do' attitude. At Northway we believe in the following:

- Shared Values and goals
- Responsibility for success
- Collegiality
- Continuous improvement
- Learning is for everyone
- Risk Taking
- Support
- Mutual Respect
- Openness
- Celebration and Humour

We can achieve anything together.....

AIM 1: to provide a safe, effective, stimulating, accessible learning environment

AIM 2: to provide a good quality of education for all

AIM 3: to provide high expectations which afford all children equal opportunities to achieve their full potential

AIM 4: to develop an effective partnership between school, home and the wider community

AIM 5: to support the development of pupils' social skills and their role as citizens

AIM 6: to promote in pupils, self-esteem and respect for oneself and for others

AIM 7: to provide a caring school with high standards of behaviour

AIM 8: to develop children as independent learners

The Equality Act 2010 (which came into force in September 2011) has created a single equality duty, we have therefore created this Single Equality Scheme (SES) to provide a framework for our school to promote equality, inclusion and effective community relations, and to tackle discrimination, prejudices and their causes in a proactive way. We have incorporated individual equality policies (race, disability, gender etc) into this one SES to create a framework for promoting equality and diversity within the school. Priorities have been set to further this promotion of equality inclusion and cohesion and form part of the overall Action Plan (attached).

Clear procedures are in place and set out in our Anti-Bullying Policy to ensure that all forms of bullying (religious, racist, sexist and homophobic) are dealt with immediately, firmly and consistently in line with the LEA policies and guidance. All incidents of bullying are recorded and dealt with in line with other School policies. We have a system of Year 5 Peer Advocates/ Buddies trained by LA.

The governing body of Northway Primary & Nursery School is therefore pleased to publish its first Single Equality Scheme (SES) 2013 - 2016. In developing the scheme, we have been able to identify and record the progress we have made towards achieving equality and inclusion and have come to a better understanding of the challenges still to be tackled. We will ensure that this SES is effectively

implemented and scrutinised so that we meet all the Equality Duties. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the whole school community. Promoting equality in Northway will be a continuous process and will be undertaken in partnership with the wider community.

We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together to achieve equality in Northway.

.....
(Headteacher)

.....
(Chair of Governors)

.....
(School Council)

GENERAL DUTY

The three main aims of the Equality Duty are to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- 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.

The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief - this includes lack of belief
- sex
- sexual orientation

Some examples of protected characteristics would be:

- It is now unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.
- The new positive action provisions will allow schools to target disadvantage experienced by pupils with particular protected characteristics.
- It is now illegal to victimise a pupil for anything done in relation to the Act by a parent or brother/sister
- The Act extends the reasonable adjustments duty to require schools to provide auxiliary aids and services to disabled pupils.
- There is still a requirement to have an Access Plan to improve access for disabled pupils

INVOLVEMENT

In order to shape the SES and Equality Action Plan we will ensure that the whole school community has the opportunity to be involved. We will endeavour to identify the key issues that we need to address with people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief. Therefore we will involve pupils, staff and parents in the following ways:

- A questionnaire to all stakeholders
- Involvement of the School Council
- Use school newsletter to update and inform all stakeholders.

We will:

- invite representatives of both genders from the disabled and ethnic groups from within the school community and parents / carers to join our working party to develop this scheme
- use an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured
- involve the school council in tackling inequality and under representation where we find it

As a result of these activities we will identify gaps and prioritise actions to address them.

Continuous involvement by way of:

- Pupil surveys and interviews, as part of the normal cycle of self evaluation, these will also be used to identify any equality issues
- Annual questionnaire to parents and staff
- Regular annual meetings to identify and review any issues relating to equality issues
- Data monitoring of pupil performance

GATHERING INFORMATION:

The information we collect will enable us to monitor our policies and practices and demonstrate our progress on equality, inclusion and cohesion. The Single equality approach will help us to effectively monitor our progress and performance as our staff and / or pupils may face more than one barrier to achieve their full potential.

Information will be gathered from a wide range of sources in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information and seeking views will include:

- annual questionnaire to whole school community (pupils staff, parents Governors)
- admission forms
- recruitment process
- informal and formal meetings (termly and annually)
- agenda item on annual review meetings for staff
- internal monitoring and tracking systems of pupils' achievement and progress, outcomes from Every Child Matters, and involvement in the life of the school
- participation of pupils (access to different subjects in curriculum, breaks, lunchtime and other recreational opportunities, clubs, trips and extended day activities)
- Representation of all pupils (posts of responsibilities, disciplinary procedures of school) regardless of race, disability, gender age or religion or belief.
- Pupil Voice Surveys

We will ensure that where gaps in evidence are identified, action is taken to address this.

Pupils

We collect the following information analysed by gender, race and disability:

- achievement and progression
- take up of extended school provision and extracurricular activities
- incidents of race discrimination or bullying

We intend also to analyse the following information by the same categories as part of our action:-

- attendance
- rewards and sanctions
- participation in the student council

We have identified the following **priorities** from evaluation of this information:

- Where students from different gender or ethnic backgrounds are not reaching expected levels of attainment, targeted intervention strategies will be put into place.
- Take steps to redress any imbalance by ethnicity and disability on the school council.
- Provide enrichment activities, either in or out of school. (primarily used for vulnerable pupils, but could be additional language classes etc)

We will ensure that the information we gather will be used to promote equality by embedding the evaluation of data, analysed by race, disability and gender, within the school self-evaluation report.

The Headteacher will take the lead in gathering, analysing and reporting equality information.

Staff

We will collect the following information analysed by disability, race and gender:

- staff composition and retention
- disciplinary, grievance, competency proceedings where they exist
- performance and seniority

We have identified the following **priorities** from evaluation of this information:

We will review recruitment procedures to ensure we are doing everything possible to attract male staff and those from ethnic minority groups and those with disabilities. We will ensure that the information we gather will be used to promote equality by embedding the evaluation of staff data, analysed by race, disability and gender, within the school self-evaluation report.

Others

We will survey parents using a school questionnaire inviting them to tell us of any equality issues that they want the School to address. Those that do will be asked to join the Equality working party to share their perspective, give their views on improving access in the school in order to help continually improve practice.

We will gather information about attendance at parents' evenings and other school events, to identify if there is any under representation by disabled people or parents from ethnic communities.

Having done this we will prioritise the actions we need to take to address any issues brought to light from the evaluation of this information.

HOW THIS INFORMATION WILL BE USED

The information gathered will be used to create an action plan, addressing issues we have identified from our information gathering. The Action Plan will be updated regularly with progress made. The effectiveness of any action plan will be reviewed on an annual basis. Copies of the action plan and reports are available by contacting the School office and will be published on the web site.

SPECIFIC EQUALITY AREAS

This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take

Race Equality

What we have already achieved:

Promotion of equality of opportunity at the heart of all its work, and its aspirations are understood and acted upon at all levels ensuring that the experiences of all groups of pupils are positive. All incidents indicating intolerance are acted upon and records kept.

We want to do more by:

Working to ensure that there is representation of ethnic minorities on the school council, the governing body and staff. All of our policies will be revised to have an equality statement included within them at the point they are reviewed.

Community Cohesion

What we have already achieved: In teaching, learning and the curriculum, community cohesion is promoted by:

- Taking part in a *Going Global* Theme Fortnight to capitalise on our cultural diversity in school and raise awareness of 'the world inside and outside our classroom'.
- drawing on the religious diversity of our children to develop their understanding of faith
- Using resources which reflect human diversity.
- Using positive images and avoiding stereotyping.
- Accurately representing the history of women, men, other cultures and societies.
- Presenting a balanced view of social and economic relations in the world.
- PSHE (Personal, Social, Health Education), SEAL (Social and Emotional Aspects of Learning) and Citizenship programmes that recognise and celebrate diversity
- Children visit local places of worship through the RE syllabus.
- The collective worship celebrates world faith events and raises children's' awareness of global issues.
- Displays that celebrate our heritage

We strive to ensure all pupils from different community groups have opportunities to reach their full potential, removing variations in learning outcomes through:

- The implementation of National Curriculum Programmes of Study
- Agreed schemes of work and learning objectives.
- Differentiation of teaching methods, tasks and assessment criteria
- The provision of individual and small group support for pupils with learning difficulties.
- The monitoring and analysis of pupil groupings.
- The monitoring of pupil performance with appropriate feedback and target setting
- Specialist equipment may be made available to support the learning of pupils with special needs, as appropriate and as detailed in the Individual Education Plan devised for such pupils.
- Ensuring resources and equipment are equally accessible to all pupils, regardless of gender, race or disability.

Engagement and extended services:

- Rudston Children's Centre is delivering an Early Years Sensory Play Programme for parents and toddlers in the Immersive Learning Space
- A variety of learning programmes for parents
- Liverpool FC **Tactics 4 Families** Play Together Programme for pupils and their parents.
- Liverpool FC **Tactics 4 Families** Eat Together Programme for pupils and their parents
- **Business Chinese Solutions** is delivering Mandarin lessons in three year groups
- **Deaf Active** are delivering the Talking Hands programme to all junior pupils

We want to do more by: monitoring and evaluating the community cohesion action plan based on a clear analysis of our religious, ethnic and socio economic context so that the impact is even across all the strands

Disability Equality

What we have already achieved:

- Staff and teaching support staff have undergone specific training to enable them to effectively teach and support disabled pupils.
- All lessons are organised to enable all children to achieve.

- Teaching and support staff are aware of the different needs of pupils and provide alternative activities for those pupils who cannot engage in particular activities
- Our Inclusion Policy identifies that staff seek to identify and remove any barriers to learning and participation that could potentially exclude some pupils
- The school offers information in alternative formats. Large print text is provided for pupils with a visual impairment

We want to do more by: please see our Access Plan of actions for the curriculum, the physical environment and written information.

Gender Equality

What we have already achieved:

- The school ensures resources and equipment are equally accessible to all pupils regardless of gender.
- The school selects positive images of both genders when delivering the curriculum and avoids stereotyping.
- The school accurately represents the history of both women and men.
- Attainment is analysed by gender and where there is lower attainment by either gender in a subject or activity targeted intervention strategies are implemented to redress the imbalance.
- The school council is composed of males and females in equal proportions.

We want to do more by:

- Identifying opportunities within the curriculum to challenge pupil thinking about gender locally, nationally, globally, and historically.
- Increasing our efforts to engage good male role models with the school as volunteer helpers.

Other Equality Areas

What we have already achieved:-

- The school articulates clear zero tolerance of all forms of bullying through its anti-bullying policy and participation in anti-bullying week each year. The school council has produced a child friendly definition of bullying.
- All stakeholders are proactive in recognising and reporting any incidents of harassment, however minor, directly to the Head teacher.

We want to do more by: ensuring that the curriculum involves all aspects of equality and diversity, that our policies and procedures are reflective of the whole school community.

EQUALITY IMPACT ASSESSMENT

We recognise that all our school's policies and practices may have an impact on the participation and outcomes for pupils, parents/carers, staff and members of the local community. As part of the Protected Characteristics of the Equality Act we have undertaken an Equality Impact Assessment to assess the impact of this scheme and the results will be published on the school web site. This is a method by which we can examine the activities and services we provide to ensure that there is no potential for discrimination against a particular group (i.e. race, disability, gender, age, sexual orientation or faith / religion).

Equality analysis is already being undertaken by means of data collection (as previously stated within this Scheme).

As a first step towards assessing the impact of our policies ALL the policies of the school will be screened to identify their level of relevance and potentially their impact. Policies with a high relevance will take priority for review.

PRIORITIES

Our priorities for the next 3 years are:-

- To complete an audit of all equality issues with all staff to ensure that the SES Action plan is up to date
- Publishing information to demonstrate how we are complying with the Duty
- Preparation and publishing of equality objectives
- Publishing the Access Plan outlining how they will improve access for disabled pupils to the physical environment, increase the extent to which disabled pupils can participate in the curriculum and improve the availability of accessible information to disabled pupils.
- Draft a statement and add to all policies in school to ensure that ALL equality needs are part of all policies in the school
- Involve whole school community in review of Anti-Bullying Policy in line with DCSF Safe to Learn Guidance

ACTION PLAN

We have produced an Equality Action Plan to ensure that we fulfil our general and specific duties under the Equality duties.

PUBLISHING

A copy of the scheme is available from the school office on request and will be posted on school website.

REPORTING

We will report annually to *Governors, staff, pupils, parents / carers* and any other stakeholders about the progress we have made on promoting equality of opportunity for disabled people. A summary will be provided for parents and published in our prospectus and our school website.

Our annual report will include details of:

- Information we have gathered during the year
- How this information was used
- Achievements on the Action plan and those that are ongoing.
- Priorities for the following year

The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions.

REVISITING THE SCHEME

Our scheme will be reviewed and revised after a period of 3 years. This process will again involve staff, learners, parents, steering / focus groups and governors who reflect the full diversity of the school community.

A new action plan will be produced, responding to issues identified through feedback from all stakeholders, our EIA and included in our annual reports.

DISCLOSURE AND CONFIDENTIALITY

- Northway Primary & Nursery School will develop methods of sharing information about equality whilst being mindful of the need to keep information confidential.
- Pupils and parents/carers will be made aware of the consequences of any request for complete confidentiality from other school staff.
- Northway Primary & Nursery School will actively promote positive attitudes. Staff and Governors at the School believe that in handling sensitively any information about an equality issue, parents and pupils are more likely to agree to the sharing of that information.