

SINGLE EQUALITY SCHEME

Harehills Primary School



Learn, Laugh and Love

VISION AND VALUES

Harehills Primary School is a diverse and inclusive learning community working with children and families to build a bright future for all. (Mission Statement)

The Headteacher and Staff are committed to working in partnership with parents, governors, children and the community to ensure we...

- Create a vibrant and happy school
- Promote self-esteem and well-being
- Set high expectations and celebrate achievements
- Recognise strengths and celebrate diversity
- Embrace creativity
- Promote positive behaviours towards one another

1. Introduction

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#) schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty
- draw up an accessibility plan¹ and review this every three years

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

2. The legal framework

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
 - age (*as appropriate for schools*);
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion and belief;
 - sex;
 - sexual orientation

¹ A Leeds City Council template for a school accessibility plan can be found on: <http://www.leedsforlearning.co.uk/Communication>

2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
- Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

OUR GUIDING PRINCIPLES

In fulfilling our statutory duties we are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

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 and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised.
- Age (where appropriate)

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 or national origin and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

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, or national origin
- whichever their gender and sexual orientation and with full respect for legal rights relating to pregnancy and maternity
- whatever their age

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
- lesbian, gay, bisexual and transgender
- age (where appropriate)

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 and socio-economic backgrounds
- both women and men, and girls and boys.
- lesbian, gay, bisexual and transgender people
- people of different ages and generations

Principle 7: We feel that the community 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 and socio-economic backgrounds
- both women and men, girls and boys.
- lesbian, gay, bisexual and transgender people
- people of different ages and between generations

Practical application of these principles

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- Religion and belief
- Age

These objectives are published on the school's website

THE CURRICULUM

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

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:

- pupils' progress, attainment and assessment
- pupils' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor 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.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

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

- prejudices around disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism 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 in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

The governing board is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

The Equality Governor **Sam Paechter** is responsible for monitoring the implementation of this policy statement

The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff **Joanne Summerfield Head teacher** has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and 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.
- Pupils have the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.

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.

BREACHES OF THE POLICY STATEMENT

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

MONITORING AND EVALUATION

quantitative and qualitative data will be collected relating to the implementation of this policy, and adjustments made as appropriate.

In particular achievement data, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and referred to in the staff handbook and governor induction pack.

DISABILITY EQUALITY

What impact have we already had on disability equality in our school?

We continue to ensure the working environment can enable all members of staff to work full time. We have purchased specialist equipment redefined roles where necessary. During the process of return to work periods adaptations are made to the working week to ensure that the transition do not impact on any disability.

In our Nursery, F2, Year 1 and Year 2 we have children with multiple needs and we have sourced appropriately trained staff and ensured we have relevant resources to meet their individual needs.

What key issues still remain for our school?

None. The school is committed to working with all relevant agencies and specialist staff to ensure that we meet any needs a child or member of staff may have.

Access arrangements

The school has a lift in the annexe building and there are sloping paths wherever there are external steps. In both buildings there are disability toilet facilities which allow easy access.

RACE EQUALITY

What impact have we already had on race equality in our school?

The school ensures that steps are taken to ensure that any barrier to achievement/progress for any ethnic group is removed. Attainment for all ethnic groups is monitored effectively and frequently and children identified for support. We have a large Harehills Hub team. This team has had a huge impact in promoting race equality by working with targeted individuals, groups and families. Our progress data shows positive impact.

Whole school Attendance for 2016-2017 was 95.56% which met floor standard for Primary schools. The Harehills Curriculum offers a range of creative activities which have had impact on race equality and community cohesion. This was a key element in us achieving the Stephen Lawrence Standard at Level 3. Parents from all ethnic groups attend a range of events and believe the school plays an important role in establishing good race relations (Parents questionnaires October 2016)

What key issues still remain for our school?

To continue to improve Attendance, particularly for targeted groups (GRT) and pupils who are eligible for the Pupil Premium. To monitor progress to enable levels of progress to be sustained and to try and increase levels of Attainment by the end of KS1 and KS2 for all significant groups.

GENDER EQUALITY

What impact have we already had on gender equality in our school?

Attainment/Progress for boys and girls is closely monitored and more recently writing was identified as a school improvement priority. Through action planning and a review of the curriculum we have seen an impact on overall levels of attainment/progress in Writing but specifically an improvement for boys. This has been across school.

Girl's motivation and self-esteem was noted in Year 6 2012-13 and school established a partnership with Getaway Girls running an 'Inspire' programme after school. The impact of this continues to show an increase in girls reaching expected standard making their expected progress. This will be repeated again this year.

What key issues still remain for our school?

Summer data 2017: This data shows boys underperforming in comparison with girls in EYFS and the end of KS1. At the end of KS2 there is a difference between boys and girls in attainment in writing with more girls meeting the expected standard.

The school needs to continue to review and if necessary adapt and personalise the curriculum to meet the needs of each cohort. The gender balance needs to be taken into account in all cohorts.

The current Year 6 has a high number of GRT boys and to accelerate their progress effective teaching strategies must be implemented.

Relevant focused support need to be put in place for boys off track to meet expected standard/progress

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at [Harehills Primary School](#) make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We at **Harehills Primary School** understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion must include the following

1. Teaching, learning and curriculum

- 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
- to develop the skills of participation and responsible action

We have a high number of local and regional trips which impact on pupil's experience, widen their vision and give opportunities for interaction. These are planned into our Harehills Curriculum and positively supported by our Governing Board.

The SLT and governors rigorously monitor and analyse data on all ethnic and vulnerable groups to support community cohesion and raise standards for these groups of children.

We have developed our own personalised curriculum in order to support, value and draw upon the rich diverse cultural community we serve. Monitoring shows that children of all ethnic backgrounds have been more engaged because of our more relevant curriculum. This work is ongoing and constantly evaluated. We know that many of our children have low levels of emotional intelligence and because of this we ensure that SEAL underpins all learning. This has had impact on cohesion within the school and the community by enabling children to have a better understanding of one another.

Positive use of our diverse staff to support PSHE issues in order to develop real relationships has had an impact on the aspirations of different ethnic groups. Since September 2012 we have become committed to the principles of Restorative Practice

Pupil voice is always on the agenda including pupil progress meetings with HT to discuss a range of issues.

We have a very active school council, including developing class councils. We are also part of the 2gether Cluster Council making sure our voice is part of our community of schools. Pupil's views are taken into account and used to evaluate and to inform our School Improvement plans.

In December 2017 we were reassessed for the Investors in Pupils award (first accreditation = July 2014)

The school environment positively reflects the diverse community it serves and classroom learning environments aim to bring the wider world into the school. Children are actively involved in 'Working Walls' to ensure ownership.

There are established links with other primary schools including schools with children who come from different religious backgrounds. Visits include opportunities to share events such as sports, celebration assemblies.

Assemblies are planned to cover a range of religious celebrations and SEAL themes.

2. Equity and excellence

- a. to ensure equal opportunities for all to succeed at the highest level possible
- b. striving to remove barriers to access and participation in learning and wider activities
- c. working to eliminate variations in outcomes for different groups

We use our data effectively to ensure we look for trends related to disability, gender and ethnicity attainment making sure we respond and put in appropriate support immediately, for example.... NtE provision (Teacher supported), in house Nurture provision and Learning Mentor for each Key Phase. We are aspirational and have strategies to empower all. We are constantly looking for opportunities to challenge all our learners... for example visit to Local museum, Arooj Creative Writing Competition, Gifted Maths Year 6 Cluster school event, cross Cluster Athletics

Racial Equality is paramount for our school and all our BME staff and Governors are not only good role models for pupils but major players in discussing community concerns. We have begun to manage and develop all support staff and our recruitment positively seeks to make sure the diversity of our staff represents the community we serve.

Our reading and maths volunteers are all professional, educated colleagues and these individuals widen the pupil's networks of friends.

Home visits play a vital part in our community liaison. Our Early Years staff visit all homes of Nursery and F2 Pupils. Learning mentors and other key staff visit homes of vulnerable children to deepen our understanding of all children's needs.

Behaviour and attitudes to learning across school are good The Behaviour Policy was reviewed in Spring 2013 and assimilated into a Relationships Policy. This was implemented in September 2013

3. Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

Harehills Primary school is highly committed to working in partnership and taking a leading role in a range of significant activities. We have developed strategies to engage appropriate local authority services to support potentially vulnerable pupils. These include our Cluster Attendance officer, Police, Safer schools officer, Educational psychology team, the 2gether Cluster Leader. Attainment and progress data shows that we are supporting pupils with barriers to their learning including, CLA, GRT, SEN, BME and FSM children. Data analysis indicates we are good because of the good/excellent pupil progress particularly taking into account pupils with exceptionally low baselines.

We are always seeking partnerships that will enhance our pupil's learning and well-being. The school is committed to promoting learning by engaging and inspiring all through an exciting creative Curriculum. We actively engage with social work student/police officer placement schemes and have excellent partnerships with both agencies.

The curriculum is enhanced through a range of partnerships such as sports partnerships and coaches, arts and music provision The school shares its expertise with its local network of schools. The Headteacher is involved in strategic leadership in the Arooj collaborative.

School has become a partner within the Yorkshire Inclusive Teaching School Alliance (YITSA) and offers School Direct ITT provision.

*Date approved by the Governing Board: **Spring 2018***

*Next Review: **Spring 2019***