

# **Kingston Community School**

**KINGSTON COMMUNITY SCHOOL  
SINGLE EQUALITY SCHEME 2016 - 2017**

**PART A: SCHEME**



**Scheme due for review: JULY 2017**

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 Characteristics of our school

Kingston Community School is a new school that opened in September 2015 and currently only has Reception and Year 1. It is a primary school that serves a culturally, ethnically and socio-economically diverse area of Kingston. The proportion of pupils with SEN is high and above national average. We have a large number of pupils who are from minority ethnic groups with English as an additional language.

The profile of our current pupils is represented in the tables

below: Pupils

	Total	Male	Female	Minority Ethnic Group	English as an Additional Language	Special Educational Needs	FSM	Looked After Children
Pupils	67	37	30	37	37	19	7	0

Pupils with SEN Provision

SEN Provision	Number of pupils
SEN support	18
Statement or EHCP	1
No Special Educational Needs	48

## 1.2 Vision for the School

### Vision and Mission Statement

At Kingston Community School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which the entire school community feel valued and respected as equal members and are able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The achievement and attainment of pupils will be monitored by race, gender, disability and eligibility for free school meals and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Our vision:

- For Kingston to be a special place full of learning, laughter, friendship and fun where everyone feels happy and safe
- For every pupil to feel valued for who they are, so they can grow and flourish into confident, well-rounded young people ready to seize the opportunities that lie ahead of them
- To equip all our pupils with the knowledge, skills and values they will need to lead happy and rewarding lives.
- For all members of our school community to have no barriers to opportunity, success, enjoyment and to achieve their full potential.
- For all members of our school community to feel valued and their diversity recognised and celebrated
- That our wider community benefits from the work of the school, building on the values of community cohesion
- For all pupils and staff to embrace the whole school ethos of Grace, Love and Fellowship

## 1.3 Setting Priorities

**Our priorities are:-**

### **Children**

- Diminishing the attainment gap between different groups of children
- Challenging race and gender stereotypes in assemblies and through creative curriculum
- Keeping children safe in school (see safeguarding policy).

### **Our community**

- Tackling the involvement of children and young people, parents and carers from minority ethnic backgrounds
- Improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language
- Working to promote unity with other faith schools and places of worship within the community.

### **Our school community**

- Improving the involvement of disabled children and young people, staff and parents and carers
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty
- Embedding our school values
- Promoting positive attitudes toward diversity; through creative curriculum, Black History Month/International Day – SEAL and Assemblies
- Members of staff to find fulfilment and satisfaction.

## 1.4 Aims

1. To work towards our values and mission statement and ensure there is a common vision and sense of belonging by all as a part of our school and local community
2. To help all in school appreciate and value the diversity of people's different backgrounds and circumstances treating all fairly and equally
3. To encourage our parents to support the whole child.

## 2. Principles of Our SES

### 2.1 Purpose of the SES

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnerships, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our 'Provisions, Criteria and Practices' (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors. We support vulnerable groups by offering breakfast club, after school clubs, interventions, 1:1 tutoring, behaviour support and Multi-agency children support professionals e.g. Educational Psychologist or Specific Learning Difficulties team (see Local Offer & SEN policy).

Our SES enables us to meet our **duties** under equality legislation, and to achieve the following for all groups:

- Eliminate all forms of unlawful discrimination
- Eliminate harassment and bullying
- Advance equality of opportunity through vision, strategy and practice
- Foster good relations
- Promote community cohesion
- Narrow the attainment gap in outcomes between children.

Through our SES we make links to all our policies, actions, curriculum, support, training and activities within the school.

### 2.2 A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on relevant stakeholders.

We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.4 below) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality such as young carers.

We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **monitoring of outcomes**, **impact assessment** and **action planning** incorporating the fullest possible **participation of stakeholders**. We work on self-esteem,

motivation such as, achievement assembly, post cards home, PSHCE, assemblies and School Values. We also make full use of outside agencies.

## **2.3 Participation**

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children, parents and carers are involved as is their entitlement.

Our consultative groups include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.

The school involves stakeholders including children, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

## **2.4 Anticipation**

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment in our school policies and we consider not only the impacts but also the potential impacts, whether positive or negative.

## **3. Responsibilities**

### **3.1 Governing Body**

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team.

### **3.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- Raising awareness of all the duties within the whole school community
- Referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC)
- Ensuring understanding of the broad legal definition of disability
- Sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school
- Working with trade unions to implement the relevant duties in employment functions
- Setting up of a consultative group which includes representation from the school staff and governing body members.
- Ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately
- Providing appropriate training for staff, Governors and other members of the school community
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

### **3.3 All Members of the School Community**

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- Raising issues with line managers which have an impact or potential impact on the school's PCPs
- Maintaining an awareness of, and professional interest in, the school's current SES and the PCPs to which it relates
- Implementing PCPs in accordance with agreed protocols and standards
- Behaving with respect and fairness to all members of the school community.

## **4. The working party**

Our consultative groups are involved throughout the planning, monitoring and evaluation of the SES. The Key Functions of the consultative groups are:

- Keeping up-to-date with current legislation and guidelines
- To ensure the involvement of the widest possible range of people representing the different protected characteristics
- To ensure the involvement of trade unions regarding the equalities duties
- To arrange for the gathering of information relating to all protected characteristics
- To consider arrangements for impact assessments
- To report to the leadership team on outcomes of information gathering and impact assessment.

## **5. Information gathering**

### **5.1 Purpose and process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. This is achieved through our current data assessment tool. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

### **5.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Identification of children, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language; this is done through Induction and Nursery (home visits)
- Pupil attainment and progress data relating to different groups
- Children's views actively sought and incorporated in a way that values their contribution; (pupil questionnaires and surveys)
- Sports and activities choices of all groups
- Uptake of the extended school offer by group
- Exclusions data analysed by group
- Records of bullying and harassment on the grounds of any equality issue
- Data on the recruitment, development and retention of employees
- Outcomes of activities promoting community engagement and community cohesion

Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage (evaluation forms from parenting classes).

## **6. Outcomes**

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form on Part B: Action Plan of our SES. Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

## **7. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

Screening PCPs helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but an aid to managing the impact assessment process. We are aware that many PCPs have the potential to affect different groups in different ways and this is factored into the screening process.

This policy and our action plan are drawn up with regard to the school's duties as described in this SES and the appendices, and are subject to the process of impact assessment in relation to potential positive or adverse impacts.

## **8. Action Plan**

We have an action plan covering all relevant protected characteristics. These describe how we are taking action to fulfil both the general and specific duties.

Our action plan is cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- Equality Strand
- Action

- Monitoring impact of the actions
- Monitoring who is responsible for implementation
- Timescales
- Impact

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body and with Ofsted when the school is inspected.

## **9. Publication and reporting**

The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PCPs.

## **10. Review**

As part of the review of the SES, the school commits to:

- Revisiting and analysing the information and data used to identify priorities for the SES and action plans. This incorporates use of the overview of outcomes;
- Using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- Involve the participation of a full range of stakeholders
- Be evidenced based - using information and data that the school has gathered and analysed
- Use the evidence to do accurate impact assessments which inform priorities.

**Review Date: JULY 2017**