

Freegrounds Infant School

Single Equality Scheme 2023-2026

Introduction

We believe that all children and members of staff should have the opportunity to learn and achieve whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors, parents and carers in particular. Other users of the school, for example after school clubs and community users will be expected to comply fully with the principles of this scheme.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have an Equality Policy which should be read alongside this scheme which is reviewed annually and an Accessibility Plan. We have identified a set of priorities to promote equality and inclusion. Our Scheme includes a plan of action to address these priorities over the next three years which is published on our website. We have also produced our SEN Information Report which is available on our website or on request.

National and Legal Context for Diversity

All schools have duties to promote race, disability and gender equality.

The general duty to promote race equality means that we must have due regard to:

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

The general duty to promote disability equality means that we must have due regard to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability-related harassment

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- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote gender equality means that we must have due regard to:

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

Schools have a duty to promote good relations across different cultures, ethnic, religious and non religious and socio-economic groups.

We have strategies in place to promote the participation of children in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We embed equality and inclusion into our learner voice strategies by having democratic School Council elections for each class and by all children having a say in their class charter. We ensure all children, including disabled children, have the same opportunities.

Children in receipt of Pupil Premium are supported according to identified individual needs.

We ensure that outcomes from these involvement activities are acted upon by the school's strategic leadership team.

We collect the following information disaggregated by gender, race and disability for our children:

- admissions
- attendance
- achievement and progression
- take up of extended school provision
- complaints and incidents of race discrimination or bullying

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

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We collect the following information by disability, race and gender for all staff as part of the recruitment process. We will ensure that the information we gather will be used to promote equality of opportunity by monitoring applications and reasonable adjustments will be made where necessary to remove barriers to equality.

Working in Partnership

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

- We ensure information and meetings for parents are made accessible for all by getting to know our parents and their needs.
- We work closely with other schools in Hedge End and beyond to help promote community relations
- We have established partnerships with external services to help meet the requirements of disabled children including Hampshire Advisory Team of Specialist Teachers, Primary Behaviour Support, Children's Therapy Services and Hampshire Educational Psychology Service.

Raising Awareness

We recognise that our Single Equality Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- placing it on our website
- making it available on request
- providing a summary of equality of opportunity in our prospectus, including our vision and key priorities
- ensure staff induction procedures include equality and information about this Scheme

Links with other school policies

School policies that link with, and have informed this Scheme include:

- SEN policy
- Equality policy
- Accessibility Plan
- Bullying policy
- Pay policy
- Admissions policy

Roles and responsibilities

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The governing body will:

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality targets
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The Head Teacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, children, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme and Action plan
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

The Senior Leadership Team will:

- drive forward implementation of the Scheme and Action Plan
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality, inclusion and community relations
- ensure the Scheme is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to promote equality, inclusion and good community relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that children are encouraged to:

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to promote equality, inclusion and good community relations

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- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

Priority	Action	Time Scale	Expected outcome	Outcome
Develop staff knowledge and understanding of metacognition and Neurodiversity and strategies and resources to support pupils within the classroom who may have barriers in these areas.	<p>Research metacognition and Neurodiversity how children can be supported in the classroom.</p> <p>Arrange for training from lead practitioners to support with staff understanding, knowledge and strategies in the classroom.</p> <p>Apply strategies within current practice.</p>	School Improvement Plan 2023-2024	Staff have a good understanding of how to teach metacognitive and neurodiverse strategies and actively apply these within the classroom.	
Ensure pupils with EAL to make accelerated progress in their acquisition of English.	<p>Lead member of staff to attend training on this area and share best practice with other staff.</p> <p>Staff to apply strategies to support with the rapid acquisition of English for pupils with EAL.</p>	School Improvement Plan 2022-2023	Staff are able to support pupils who speak English as an additional language to make rapid progress in their acquisition of English using a variety of strategies.	
Ensure where there are steps these are well demarcated to support safe movement around the school of visually impaired learners.	<p>Site Manager to paint steps with yellow line and maintain this as part of the site maintenance program.</p>	Easter 2023	External steps around the school are demarcated to support with safe mobility of visual learners.	

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<p>Ensure entrance area seating is more suited to the needs of visitors who may have</p>	<p>Whilst we provide seating that is easily accessible and provides a colour contrast between the floor and the edge of the seat, there are no arm rests.</p>	<p>When new furniture is planned or replaced - by the end of this plan</p>	<p>This could be considered when next replacing the furniture.</p>	
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