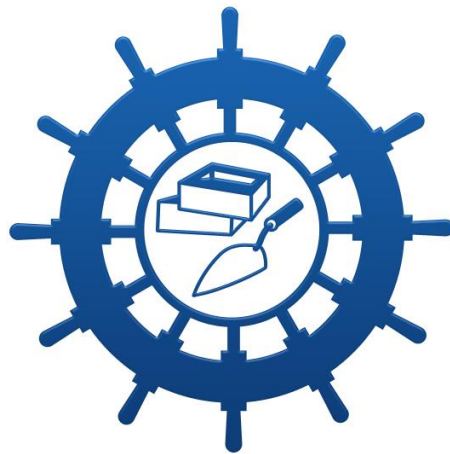


**VICTORIA DOCK PRIMARY SCHOOL**

**SINGLE EQUALITY SCHEME  
POLICY**



*Working together for your children*

Updated: Summer 2017

To Be Reviewed: Summer 2020

## **INTRODUCTION**

Victoria Dock Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. Victoria Dock Primary School strives to ensure that the culture and ethos of the school reflects the diversity of all members of the school and wider community; we seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

Every child at Victoria Dock Primary School is valued as an individual. Victoria Dock Primary School welcomes difference and diversity within the school and sees this as strength.

Victoria Dock Primary School also has a duty to promote community cohesion across five dimensions:

- the school community – including all stakeholder groups;
- the Victoria Dock community;
- the community within which the school is located – Kingston upon Hull;
- the national community;
- the global community.

## **STATUTORY REQUIREMENTS**

### **The Public Sector Equality Duty**

The Public Sector Equality Duty came into force on 6 April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, and in line with its ethos of excellence and opportunity for all its pupils and staff, Victoria Dock Primary School will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

(EHRC, The Essential Guide to the Public Sector Equality Duty, 2011, p9).

### **Protected Characteristics**

The Public Sector Equality duty covers the following eight protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion or belief
7. Sex
8. Sexual orientation.

Victoria Dock Primary School will ensure that in all its policy, practice and development these are considered in terms of the impact of these policies, practice and development, to ensure that discrimination against them is eliminated and good relations and equality of opportunity between people of these protected characteristics and no characteristic is fostered and developed.

Victoria Dock Primary School will continue to organise students in groups according to age under the exemption to schools regarding age as a protected characteristic including where students are above the age of 18 as outlined in DfE, *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, 2011, p5.

### **The Specific Duties**

As a public body, Victoria Dock Primary School will fulfil its duty to:

- Publish information to demonstrate compliance with the Equality Duty, at least annually
- Set and publish equality objectives, at least every four years (currently year 1).

### **Publishing Information**

Victoria Dock Primary School will meet the requirement as a public body to publish information to show that we have consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published will include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees)
- Information relating to people who are affected by the school's policies and practices who share protected characteristics
- Victoria Dock Primary School will not publish specific information on staff or students in protected characteristics where the numbers sharing that characteristic may enable identification of specific individuals as this would be in contravention of the Data Protection Act 1998.

### **Setting Equality Objectives**

Victoria Dock Primary School will take into account evidence of equality issues across all its functions when setting, monitoring and reviewing its Equality Objectives. The school will consider issues affecting people sharing each of the protected characteristics. The school will give regard to each of the three aims of the Equality Duty. Equality objectives will be specific and set out how progress will be measured.

## **RESPONSIBILITIES**

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this can be contacted through the school.

The Headteacher is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and carers know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation.

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between those who share a protected characteristic and those who do not share it
- Fostering good relations across all characteristics – between those who share a protected characteristic and those who do not share it.

Visitors and contractors are responsible for following the relevant school policy.

## EQUALITY OBJECTIVES - ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators.
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Annually	Staff are familiar with the principles of the Equality Plan. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by gender and disability.	Headteacher / SENCO / Governing Body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity.	Headteacher / Phase Leaders	Ongoing	More diversity reflected in school displays across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, eg through involvement in the School Council by election or co-option, class assemblies, fundraising etc.	School Council representation monitored by race, gender, disability.	P Stephens / SLT	Summer term	More diversity in school council membership.
Race Equality Duty	Identify, respond and report racist incidents to the Governing Body.	The Headteacher/Governing Body will use the data to assess the impact of the school's response to incidents, eg has whole school approach led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response.	Headteacher / Governing Body / Safeguarding Officer	Ongoing / report Termly	Teaching staff are aware of and respond to racist incidents.  Consistent nil reporting is challenged by the Governing Body.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, eg Diwali, Eid, Christmas.	PSHE/RE assessments.	Subject leader	Ongoing	Increased awareness of different communities shown in PSHE assessments.

