

The Single Equality Scheme 2021 - 2022

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Melanie Walker

Tel:01256 764487

Email: office@hook-inf.hants.sch.uk

If you have any comments about our Scheme please contact us.

Introduction

- **We believe that all pupils and members of staff should have the opportunity to fulfil their potential regardless of race, age, gender, disability, faith, socio-economic background, gender reassignment, pregnancy and maternity and religion or belief. We are committed to creating a school community that recognises and celebrates differences 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 the school.**
- **We recognise that equality will only be achieved by the whole school community working together. Throughout this Scheme, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.**
- **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.**

Mission Statement

At Hook, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, age, gender, faith, socio-economic background, disability, gender reassignment, pregnancy and maternity and religion or belief. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability and socio-economic background 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. At Hook Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

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

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

Racist incidents are reported in accordance with the Hampshire Children's Services guidelines to them. Verbal, physical, acts of non-cooperation are all reportable as are acts of graffiti. The reporting procedure details the resolution that has been reached to the problem and also identifies agencies that have been involved in reaching this resolution.

Disability equality

This section should be read in conjunction with the school's SEN policy and Accessibility Plan. The general duty to promote disability equality is owed to all disabled people which means that that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people

5. Encourage participation by disabled people in public life.
6. Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we have strategically over the next five years to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access.
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. Please refer to the school accessibility policy for further information.

Gender equality

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

1. Eliminate unlawful discrimination and harassment.
2. Promote equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups.

Age, sexual orientation, religion and belief

We must ensure that we don't discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

4. School Context

Hampshire is a large and diverse county with over a million residents. Hook Infant School is a County Infant School for boys and girls aged 4 – 7 within the Hampshire Local Authority.

The school is a four form entry school which has 12 mixed ability classes. Our current number on roll is 353.

Most of the children attending the Infant School have pre-school experience and come from a variety of pre-school providers. The vast majority of children transfer from the Infant School to the adjoining Junior School at the end of Year 2.

Data about our school population.

There are currently 353 children in our school (October 2021) with 197 boys and 156 girls.

- 7.9% (27) receive Free School Meals
- 11.2% (38) have identified that they are from an ethnic minority group.
- 6.2% (22) have a first language believed not to be English
- 8.5% (30) have special educational needs as identified at any stage of the SEN code of practice

Educational and Health Care Plan -6 children
Children receiving SEN support – 24 children
Total SEN 30 children

- 7 children are part of a service family

Information from the School Census September 2021.

Hindu, Muslim, Sikh and Christian faiths are all represented in the school. A fairground travellers site is in the catchment area and children from a neighbouring traveller site also choose to enrol here. We currently have four designated traveller children attending. We have two children on the Child Protection register.

Staff:

We have 50 members of staff. As is common in the majority of infant schools, males are under represented with only two males within the staff group. Three members of staff (6%) describe themselves as from ethnic minority groups.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hook Infant School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- **The school has procedures to resolve grievances and for handling complaints of discrimination, harassment and bullying at work.**

Collecting and analysing equality information for pupil at Hook Infant School.

We collect and analyse the following equality information for our pupils:

- The performance of boys and girls in national tests and assessments.
- The progress of children with and EHCP is reviewed through the annual review process.
- The performance of all groups of children through internal Cohort tracking and Raise online reports and their success in national and school based tests and assessments.
- Attendance of all groups of children.
- Involvement in clubs and extra curricular activities.

Collecting and analysing equality information for staff and governors at Hook Infant School

Hook Infant School is committed to providing a working environment free from discrimination, victimisation and harassment.

Hook Infant School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

Data is held in accordance with the Freedom of Information Act 2000 and the Data Protection Act 2008.

Consultation and involving people

During our policy developments, we communicate with different groups and individuals. This includes pupils who are affected by a policy or activity and ensures that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes:

Race equality- no racist incidents have been recorded in school. Staff are suitably trained to know how to identify these. Where incidents occur clear procedures are in place to report these to senior staff so that they can be pursued.

Disability equality- Reasonable adjustments have been made to school sports days, trips, plays and other enrichment activities to allow full participation. Specialist furniture is used in classes where appropriate.

Gender equality- An analysis of data showed boy's attainment in writing was lower than girls'. As a result, changes have been made to the curriculum by choosing topics that appeal more

directly to the boys. More guided reading sessions have been introduced with books to engage the boys. We have also embedded the KOT programme throughout the school to improve language and vocabulary.

Race, disability, gender equality- School and activity providers welcome children with physical/ learning disabilities to before and after school clubs. The school ensures that no external activity providers show discrimination.

Socio- economic background- those families that do not have easy access to technology are provided with paper copies of newsletters and information.

Socio- economic background- where significant financial difficulties are demonstrated children can be provided with breakfast on arrival at school to maximise their learning potential for the day. Items of uniform clothing have also been provided when required.

Community Cohesion-

We have a community cohesion plan. The school is involved with the local community in many ways including visits within the local community.

Accessibility plan – An updated version can be found on the school website.

Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure that they are genuinely accessible and meet the needs of our pupils, staff and the local community.

Impact assessments

We will undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various section of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we will then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies is planned and an ongoing rolling programme of impact assessment for all our policies and procedures will be introduced.

Other school policies

We have used our existing school policies to inform our single Equality Scheme:
These include:

- School improvement plan
- SEN policy
- Accessibility plan
- Race equality policy
- Behaviour policy (including anti-bullying)
- Disability equality scheme.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice.

- Deal with any prejudice related incidents that may occur.
- Plan and deliver curricula and lessons.
- Support pupils in their class who have additional needs.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. The school proactively promotes an inclusive and non-biased culture among parents.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

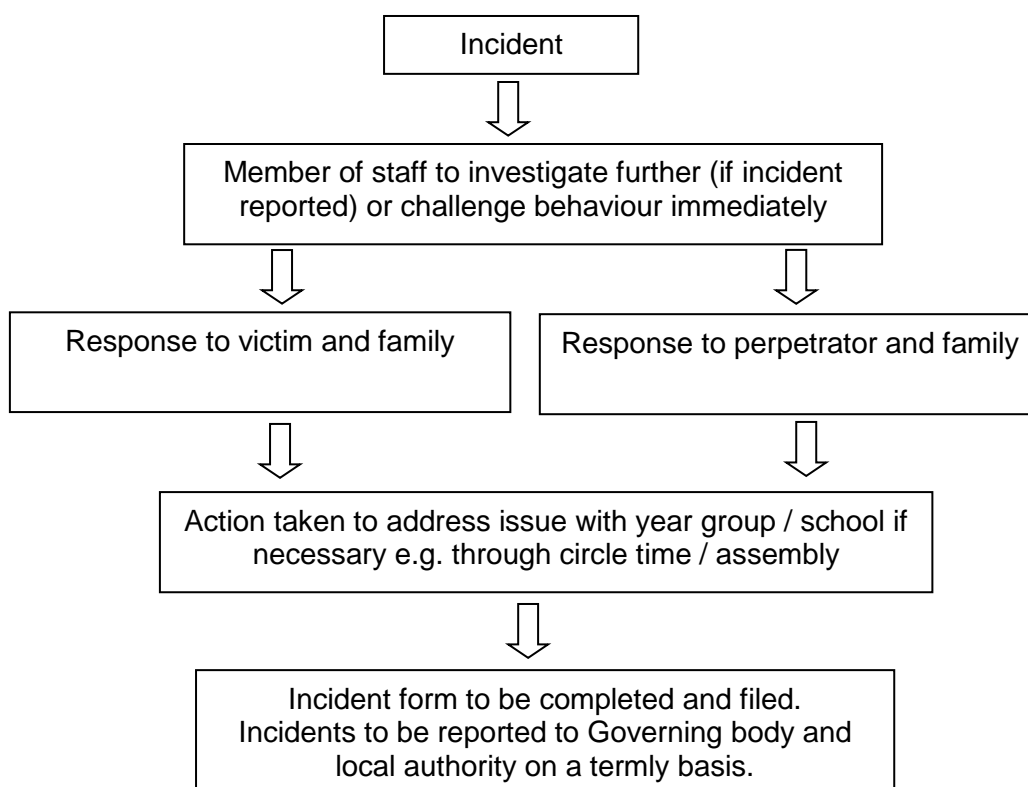
Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, use of derogatory names, exclusion from groups and games, unwanted looks or comments and incitement of others to discriminate, racist, sexist, homophobic or discriminatory graffiti and jokes. Incidents may also include provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia; bringing discriminatory material into school; discriminatory comments in the course of discussion; attempts to recruit others to discriminatory organisations and groups; ridicule of an individual for difference e.g. food, music, religion, dress etc.; refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Equality Plan and action plan annually

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet our statutory requirements we will:

Publish our Single Equality Scheme on the school website.
Make sure hard copies are available.

Signed: *Alison Collier*

Date: November 2021