RAMSDEN INFANT SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

2023-27

Approved by	
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Position:	Chair of Governors
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Single Equality Scheme Statement

RAMSDEN'S VISION STATEMENT
We believe that everyone in our school can become…

A successful learner who believes 'I CAN'

A confident individual who will 'TRY'

A responsible citizen who know they 'MAKE A DIFFERENCE'

This Single Equality Scheme is intended to respond to the spirit, as well as the letter, of the Equality Act 2010. It also aims to promote all other forms and strands of equality that are relevant to life in our school in accordance with our Public Sector Equality Duty (PSED).

This goes beyond our statutory duties to protect characteristics – ethnicity, disability, gender (including pregnancy and maternity, age, religion or belief, sexual orientation, marriage and civil partnership, sexual identity and transgender.

This Scheme aims to integrate equality into the school's core priorities and functions.

This Single Equality Scheme will inform our School Improvement Plan as this will enable us to:

- Eliminate discrimination and other conduct which is prohibited by the Act
- Advance equality of opportunity between people who share protected characteristics 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

We have a specific public duty to

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty
- Prepare and publish equality objectives

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice it fails in its specific duties under the Acts.

What do we mean by Equality and Diversity?
Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is Discrimination?
Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to staff, governors, pupils, parents/carers, visitors and other professionals whilst in our setting

The Headteacher (with the support of the Senior Management Team and the co-operation of all staff and Governors) has responsibility for managing the Scheme

A summary of progress towards the Scheme's action plan will be mentioned in the School Prospectus and copies of the full Scheme will be given to parents on request

Regular consultation with staff, children and parents/carers provides information required in the formulation of any policy in school, including this Scheme

SCHOOL PROFILE

Summary of the Main Characteristics 2020 – 2021

- There were 42 boys and 53 girls in Reception to Year Two
- The majority of our pupils are white British, 1 Romanian, 1 Bulgarian, 1 child is dual heritage (British/Spanish)
- 100% of staff and Governors are white British

Race Equality

Legal Requirements
This Scheme incorporates all of our duties under the Race Relations (Amendment) Act 2000.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:
- Eliminate unlawful racial discrimination.
- Promote equal opportunities.
- Promote good relations between people of different racial groups.

The Specific Duty for race equality requires us to publish a Race Equality Scheme that highlights how the school will:
- Monitor existing functions and ensure Equality in evaluating policies and reviewing procedures
- Make information available and accessible to all groups
- Monitor the attainment level of Black and Minority Ethnic[1] pupils
- Train staff to understand race equality

All schools are required to record any racial incidents and report them to the Local Authority. We will also respond appropriately to any racial incidents that happen in school (link to the Behaviour Policy)

What are the Key Issues for our School?
There have locally been issues with the small numbers of people from different countries living and working in our community (majority are of Eastern European or East Asian descent). There can be challenges that arise from ignorance and prejudice when there is limited contact with people from different nationalities and religions in a predominantly white British town and county.
We are also aware of the national impact that terrorism has had on negative attitudes of a minority to the Islamic faith and stereotyping and prejudice amongst some people around people of Asian origin, particularly in light of the speculation around the source of the Covid-19 Pandemic.
Locally there have been significant potential acts of terror against the LGBTQ+ community and there are significant Far Right influences in the area.

What Impact have we already had on Race Equality in our School?
Ramsden Infant School strives to do what it can at a basic level (appropriate to the age of the children) to promote positive feelings and attitudes towards all people. It does this through supporting the personal, social, health and emotional development of all children, R.E., Geography, Assembly, visitors, seeking outside agency support for individuals and the vision and ethos of the school.

[1] Black and Minority Ethnic (BME) in the Cumbrian context refers to all ethnic groups other than White British. This includes Gypsies and Travellers and Eastern Europeans.

Whilst much of the race specific training and many theatre performances are Key Stage 2 and 3 orientated, we try and invite visitors who have diverse ethnic and religious backgrounds to share their culture, music, dance etc. This has helped ensure that we foster positive attitudes to all difference, resulting in no racist incidents reported in the last 6 years.
Where there is a racist incident, we immediately and firmly deal with the incident and contact the parents. We are mindful of the fact that at such a young age, most 'racist' comments are 'borrowed' and we need to deal sensitively with the children concerned.
We ensure all racist incidents are reported to County.
We do not have separate inclusion policy, inclusion is a key element running through all our policies.
Children with English as an Additional Language do not have a special need. If, however, they struggle to make the progress we would expect of them we would contact the EAL Service and seek advice and additional support as necessary.

Disability Equality

Legal Requirements
This Scheme incorporates our duties under the Disability Discrimination Act 2005 and the Equalities Act 2010.

The school's duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled pupils, staff, parents/carers and other school users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing a Disability Equality Scheme which:

- Includes a three year action plan
- Involves disabled pupils and other disabled people in all stages of the scheme
- Report annually on the progress of the action plan

Social and Medical Models of Disability
One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.



The social model focuses on the social environment and how it causes sor



With thanks to Stockton-on-Tees for diagram

What is a Disability and how many Disabled People are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable Adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

Ramsden Infants has an Accessibility Plan which shows the ways in which our school has prioritised and plans to address issues of accessibility for all its users.

Recruitment and Retention of Disabled Staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and Special Educational Needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEND but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the Key Issues for our School?

We have a child who is profoundly deaf and has deaf and hearing impaired parents. Staff have had training in British Sign Language and use it in their teaching to ensure other children can communicate.

We have had children in school with medical diagnosis that impact on their ability to access the curriculum due to medical appointments and treatment. Staff have accessed training to deal with aspects of their needs in school.

We have several children in school who currently do not have a diagnosis but for whom the school environment is challenging. Early external specialist support and funding is difficult to acquire and it can be extremely difficult to manage a child's special/differing needs without individual support, impacting on staff and the other children.

Whilst we accommodate any difference, we ensure that all children are able to participate fully in life across the school, adapting certain activities or opportunities accordingly. All out of school and after school activities are accessible to all children.

We acknowledge that our staff have a stressful job and may have personal issues that affect their lives negatively, sometimes affecting mental health. The senior management team, in accordance with our Stress Policy, will endeavour to ensure that staff with mental health issues are fully supported by school and adaptations are made to allow them to fulfil their role without detriment to the care and education of our children.

Gender Equality (*Including pregnancy and Maternity)*

Legal Requirements
This Scheme incorporates our duties under the Equalities Act 2010 relating to gender equality.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for gender equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Scheme which includes:

- Steps to address the causes of any gender pay gap
- Collect and use information on gender equality in the school
- Consult with stakeholders on priorities for gender equality
- Identify priority areas for gender equality
- Publish a three year action plan and report on it yearly

The Gender Equality Duty promotes equality for men, women and transgendered people.

What is Gender?
Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

What are the Key Issues for our School?
We are aware of the international movement to end sexual violence and harassment, particularly towards women, and look to promote attitudes of respect and tolerance towards all people. We have been aware of, and working towards, breaking down of some of the perceived sexist treatment of men in our society as we are increasingly mindful of the impact this can have on the boys in our school. We have been looking at ways to promote positive male role models, as some of our children have negative role models in their own lives due to the socio-economic nature of our community, in order to improve attainment.
We are aware of an increase Nationally in the profile of young children who struggle with their gender identity and who may need additional support in school.

What Impact have we already had on Gender Equality in our School?
Staff at Ramsden track achievement of individual children and analyse future trends, similarities and differences. We are aware that over the next few years there will be a potential decline in boys achievement in reading, writing and maths which corresponds with an increase in FSM provision and an increase in the number of boys receiving diagnoses of Autism. Over time we have noticed that girls in challenging social circumstances do better than boys and have put other mechanisms in place to better support boys emotional resilience.
The staff at Ramsden monitor the achievement of boys and girls in the end of Key Stage Assessments and note any differences, similarities and trends over time. We discuss and evaluate possible reasons for issues arising and write any actions into our School Improvement Plan.

Sexuality Equality

Legal Requirements
Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination against lesbian, gay, bi-sexual, transgender, queer or alternate identifying people. However, schools have a legal duty to ensure homophobic bullying is dealt with in schools under the Education and Inspections Act 2006.

The Employment Equality (Sexual Orientation) Regulations (2003), gave all lesbian, gay, and bi-sexual employees rights against discrimination. The Sexual Orientation Regulations (2007) extend these rights to goods and services. This means that we have a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences discrimination due to their sexual orientation or personal gender identification.

What are the Key Issues for our School?

To ensure that our LGBTQ+ parents, volunteers, students and staff are treated without prejudice and ensure that other parents/carers/volunteers and staff in our setting respect our policy of inclusion as regards LGBTQ+ employees and parents/carers.

Age Equality Scheme

Legal Requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate age related discrimination. However, in this Scheme we extend to age the actions we are undertaking to meet the Specific Duties under Race, Gender and Disability.

The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement.
- Discrimination in recruitment, retention and training
- Dismissal and redundancy.
- Statutory sick pay and maternity.
- Harassment in the workplace.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences age discrimination.

What are the Key Issues for our School?

We aim to ensure that our children gain contact with mature residents in our community in order encourage positive attitudes to the contribution older people have made, and continue to make, to our community

What Impact have we already had on Age Equality in our School?

Children express positive attitudes towards mature residents in our community and older members of thewir own families

Religion/Belief Equality

Legal Requirements

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination on the grounds of a person's religion or deeply held beliefs.
However, The Employment Equality (Religious Belief) Regulations (2003), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs, but does include agnostics or atheists.

We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences discrimination due to their religion or belief. In this Scheme we will extend to religion/belief the actions we are undertaking to meet the Specific Duties under race, gender and disability.

What are the Key Issues for our School?

To continue to encourage understanding of Buddhism, Judaism, Christianity and Islam to develop children's understanding of what it means to 'belong' to a faith and how it influences them in their daily life. We have also noticed a curriculum imbalance between learning about other faiths and learning about Christianity and now need to ensure there is an equal focus on all faiths.
There can be challenges that arise from ignorance and prejudice when there is limited contact with people from different nationalities and religions in a predominantly white British town and county.
We are also aware of the national impact that terrorism has had on negative attitudes of a minority to the Islamic faith and stereotyping and prejudice amongst some people around people of Asian origin, particularly following the Cocid-19 Pandemic.
Staff have completed the online Prevent training and are aware of the potential challenges around radicalisation in all its forms

What Impact have we already had on Religion/Belief Equality in our School?

Children express positive opinions about people from different faiths and parents have commented positively on their learning and teaching on the Parent Consultation sheet.

Community

Legal Requirements

The Education and Inspections Act 2006 introduced a duty for schools to promote community cohesion and British values. Although this has been superseded by the Equality Act 2010 the Governors understand the need to ensure we maintain a focus on community impact on school and school's impact on the community

What is Community Cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their Communities

Community needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* – our school in its geographical community and the people who live or work in the area. The Headteacher is on the Children and Families Working Group for Barrow and is involved in a project through the Health Authority supporting people with significant multi-agency needs. She is also a member of the local Children's Centre Steering Group
- the *schools' community* – our pupils and staff are part of two local networks of schools who support transition, professional development, school improvement and Headteacher support
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links

What are the Key Issues for our School?

Encouraging closer links between all services, agencies and voluntary groups and charities working in our community to better support families and local residents

What Impact have we already had on Community in our School?

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping
- Liaison with local schools in different communities to compare and contrast
- Visits to places of interest in our local area to develop a sense of belonging and historical/geographical sense of place
- Working with local ethnic communities to develop an understanding of pupils in the school with a different heritage

Equity and Excellence

- We analyse assessment results to identify performance of different groups and use predictions to ensure individuals are targeted where appropriate
- We track the performance of particular groups in assessments and identify issues arising, and challenges forming part of the School Improvement Plan or Subject Leader Plans
- We aim to remove barriers to access to the school for all groups through predictions based on assessment and professional judgement

Engagement with Extended Services

- Building positive relations with different groups within our local community and working with significant projects in the local community related to deprivation and intervention
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change

Key Objectives

	Key Priority	Aims
1	Eliminating Discrimination	• To ensure parity between girls and boys and disadvantaged children's achievement in End of Key Stage Assessments
2	Advancing Equality of Opportunity	• To develop the physical environment and range of resources to ensure accessible learning for all pupils • To develop a curriculum that engages all children • To develop a curriculum and support resources that enable children, who have missed significant aspects of their education during the Coronavirus Pandemic lockdown over the past two years • To provide future access to education for those children who have to miss school due to the effects of the Coronavirus Pandemic
3	Fostering Good Relations	• To work within local community projects which promote and support the wellbeing of our parents, carers, families and local residents • Involving parents in their children's education in order to improve attainment and achievements • Developing Partnerships with other agencies and services to support families socially, emotionally and in learning and teaching

EQUALITY SCHEME

OBJECTIVE	AIM	ACTIONS
1a	To ensure parity between boys and girls and disadvantaged children's achievement in EYFS Profiles and End of Key Stage Assessments	• Annually analyse EYFS and End of KS1 Assessment results to analyse any patterns emerging regarding gender performance • Annually analyse end of EYFS and KS1 data to see where strengths and areas for development lie in learning and teaching and alter planning to accommodate • Receiving teachers analyse assessment from previous year and alter planning to accommodate any gender differences
2a	To develop the physical environment and range of resources to ensure accessible learning for all pupils	• To continue to develop the outside learning environment to ensure accessibility to all children • To ensure the Accessibility Plan is updated and evaluated annually • To ensure resources are selected according to best value but mindful of changes to curriculum and accessible to all
2b	To develop a curriculum that engages all children	• To evaluate the impact of the new curriculum in Year One and Two on attainment and achievement in Literacy and Maths • To evaluate the impact of our EYFS curriculum on attainment and achievement in Literacy and Maths
2c/d	To develop a curriculum and support resources that enable children, who have missed significant aspects of their education during the Coronavirus Pandemic lockdowns	• Ensure the curriculum and assessment take account of children's starting points and potentially different needs • Develop a curriculum that takes into account the potential gaps in learning and experience over the past two years • Provide additional support for children or families struggling to adapt to the changes that have happened due to the impact of the Covid-19 Pandemic
3a	To work within local community projects which promote and support the wellbeing of our parents, carers, families and local residents	• Headteacher on Steering Group for local Children's Centre and engages in developing projects and initiatives that impact positively on family support • Headteacher on Barrow Children and Young Peoples Steering Group, feeding in to County strategy for young people • Headteacher Chair of Project Development Group for Love Barrow Families, supporting families with complex needs
3b	Involving parents in their children's education in order to improve attainment and achievements	• To invite parents in to school to develop communication with parents and positively impact on their knowledge of how to support learning • To develop internet access to learning and information about school through the website and social networking
3c	Developing Partnerships with other agencies, services and establishments to support learning and teaching	• See 3a • Working with Barrow Borough +Council, the Local Authority and partner agencies - looking at ways to create more effective involvement of other agencies in supporting families earlier to prevent families facing crisis