



Cheam Park Farm Nursery and  
Infants' School Single Equality  
Scheme

2012-2015

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If you would like this information in an alternative format that would better suit your needs or if you would like the Scheme to be explained to you in your language please contact the school office.

Contact for Single Equality Scheme

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

## **Introduction.**

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a school where 'happy children love to learn'.

Headteacher

Chair of Governors

## **1. What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2012 to 2015. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see Section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the seven equality strands and promoting community cohesion.

## **2. Meeting our duties**

Under the statutory duties all schools have responsibilities to promote equality. Our commitment to this is evident in our Inclusion Policy which should be read in conjunction with this scheme.

### *Race 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.

### *Dealing with Racist Incidents*

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

### *Disability Equality*

The general duty to promote disability equality is owed to all disabled people which means 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 more favourably.

### *Accessibility*

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- 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.

### *Gender Equality*

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

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

The duty also includes the need to consider actions to address the causes of any gender pay gap.

### *Transgender*

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to 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.

### *Age, sexual orientation, religion and belief, pregnancy and maternity*

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### *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. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives

### **3. Our school Values and Visions**

A copy of our current school aims is attached in the appendix. In addition, in meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provisions for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

### **4. Collecting and analysing equality information for pupils at Cheam Park Farm Nursery and Infants' School**

Cheam Park Farm Nursery and Infants' School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfill her or his potential.

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

Example: Information gathering (pupils)

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular
- Participation in School Council

- Inclusion in the following groups: EAL, SEN, FSM, Summer born, EM

## **5. Collecting and analysing equality information for employment and governance at Cheam Park Farm Nursery and Infants' School**

Cheam Park Farm Nursery and Infants' School is committed to providing a working environment free from discrimination, victimisation and harassment.

Cheam Park Farm Nursery and Infants' School also aims to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of our local population.

The school workforce census enables us to collect data on staff relating to gender, race and disability. All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information.

All information relating to staff is kept on the school's central database – SIMS.

We collect and analyse the following profile information for our staff and governors:  
Information Gathering (Staff and Governors)

- Applicants for employment (via local authority recruitment forms)
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases – if any
- Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

We have identified the following issues from this information-gathering exercise:

- Ethnicity/representation – A low percentage of staff from other ethnic background
- Low disclosure of disabilities

## **6. Consultation and Involving People**

Cheam Park Farm is a larger-than-average infant school. Approximately half of the children have attended the school's nursery. Most pupils are White British and just over a quarter of pupils are from minority ethnic groups, predominantly from Asian backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs

and/or disabilities is below average. The school is part of a virtual children's centre (Ofsted Dec 2010). At Cheam Park Farm Nursery and Infants' School we appreciate that the legislation states it is important that minority groups (for race, disability, disadvantaged and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve a representation of our school community. Examples include:

- Discussion at School Council
- Contact with parents/carers
- Discussions at staff meetings
- Discussions at governing body
- Discussions at local community forums

During discussions, the following good practice has been identified.

#### Disabled access/toilets

- Staff well trained on children's needs
- Friendly and approachable staff
- Procedures in place to meet any medical needs children may have in conjunction with School Nursing team and in line with the school's First Aid Policy
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place
- IEP's in place for pupils with specific needs

#### Other identified need - suggestions

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering
- To invite representatives of various charities and organisations relating to race, disability and gender to school to give advice/support and assist with curriculum development (lead assemblies, etc)
- Improve areas of the school to ensure they are fully accessible to all in our community – including those with physical disabilities, hearing and visual disabilities

## **7. 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*

We have had no racist incidents in school.

### *Disability Equality*

Pupils, including those with special educational needs and/or disabilities, are happy at school and their achievement and enjoyment are outstanding (Ofsted Dec 2010)

All pupils and staff are fully involved in the life of the school and have full access to all we offer. If we foresee that mobility could be an issue for staff or a pupil, action will be taken. We recognise that Rainbow House ICT Suite is problematic for staff/pupils with mobility issues and have put in place plans to manage this.

#### *Attainment*

The outstanding Early Years Foundation Stage provides children with an excellent starting point. Skills of independent learning are fostered here and children make very good progress in their basic skills. This continues through the school leading to high levels of attainment in English, mathematics and information and communication technology (ICT), preparing pupils very well for the next stages of their education (Ofsted Dec 2010).

In addition our school also promotes the following good practices:

#### *Teaching, learning and curriculum*

Our curriculum is fully accessible to all children. Parents are regularly informed of the learning to take place both in newsletters, website, MLE and open evenings. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community. Our older children, through the PSHE and RE curriculum, have a sound understanding of difference and how different is neither better nor worse – it is something to be celebrated.

#### *Engagement and extended services.*

All our children have access to a range of extended services. The Senior Leadership Team works hard to ensure all children have access to out of school activities.

#### *Age*

We feel that some elements of a child's involvement in school discussions is developmental, there is representation on our School Council from Year 2 children. The School Council meets regularly and is supported by a member of staff. They disseminate discussions and decisions via whole school assemblies and class discussions. As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

#### *Religion or Belief*

In the foundation stage and in Key Stage 1, pupils are taught about the major festivals of the world religions, and about Christianity, Judaism, Islam and Hinduism in more depth. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people.

Even though Cheam Park Farm Nursery and Infants' School is not a denomination school, we have very close links to the local church. The clergy often lead our assemblies and we as a school community, celebrate key services in the church throughout the year. All children are encouraged to attend – and participate at their own level We respect parents right to withdraw from RE and Collective Worship.

## **8. Equality impact assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Cheam Park Farm Nursery and Infants' School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic background or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by all staff and governors. All school policies are reviewed over a three year period.

## **9. Other School Policies**

We have used our existing school policies and documents to inform our Single Equality Scheme.

These include:

- School Development Plan
- SEN Policy
- Community and Cohesion Policy
- Racial Equality Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- School Questionnaires – 2012 showed that 99% either strongly agreed or agreed that we met their children's needs and kept them safe.

## **10. Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **11. Commissioning and Procurement**

Cheam Park Farm Nursery and Infants' School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation.

## **12. Publicising our scheme**

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff and parent newsletter
- MLE
- Staff induction
- Send our scheme to local community groups

### **13. Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what you have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

### **14. Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

### **Monitoring, Evaluation and Review**

The school will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Adopted by staff and governors.....

Committee.....

Signed.....

Date of next review .....

## Appendix 1

### CHEAM PARK FARM NURSERY AND INFANTS SCHOOL

#### Aims

***Our Vision is:***  
***High quality teaching and learning***  
***Enabling every child to achieve***  
***Commitment to professional development***  
***Stimulating safe and, caring environment***  
***Effective communication***  
***Strong community partnership***  
***Where happy children love to learn***

**Our aims are central to our practice and beliefs in developing the school**

#### **Pupils**

Our aim is

- to enable the children to develop lively, independent and enquiring minds
- to develop a positive, confident attitude towards their learning and strive to achieve their best
- to develop awareness and understanding of spiritual, moral and cultural issues
- to promote physical development of the pupils

#### **Parents**

Our aim is

- to develop a strong partnership with parents with effective channels of communication
- to encourage participation in school activities

#### **Other Adults (including staff, governors, parents)**

Our aim is

- to enable everyone to value and respect each other's uniqueness and to be sensitive to each other's needs
- to develop each other's strengths through high quality effective training
- to encourage communication between different teams in a variety of ways

#### **Curriculum**

Our aim is

- to promote high standards and achievement on the part of all pupils
- to teach a broad and balanced curriculum which is differentiated appropriately to meet the individual needs alongside the National Curriculum and Early Years Foundation Stage

#### **The School Environment**

Our aim is

- to create a safe, caring comfortable environment which stimulates and motivates pupils and people

- to encourage learning and promote continuous improvement

### **Community**

Our aim is

- to develop close links with the local community and the wider world
- to develop an understanding and appreciation for the need to respect and support each other

### **Finance/Management**

Our aim is

- to manage the school effectively and utilise all resources efficiently

### **Monitoring and review**

This policy is monitored by the governing body and will be reviewed in three years, or earlier, if necessary.