



**The Dartmoor Federation comprises:**

- Boasley Cross Primary School**
- Bridestowe Primary School**
- Exbourne Cof E Primary School**
- Lydford Primary School**
- Okehampton College**



Lydford Primary



Okehampton College

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## **Single Equality Scheme**

**This policy was adopted by the Dartmoor Federation, at the Leadership & Achievement Portfolio Meeting, on 15<sup>th</sup> November 2012**

*Review date: 4 Years*

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

Our scheme includes pupils, staff, governors, parents, carers and all those within our extended Federation community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework.

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 quality learning experience for our children.

This is a working document which will be monitored and reviewed annually.

### **Policy Statement**

1. The Federation acknowledges and welcomes diversity among pupils, staff and visitors.
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.

3. We promote the principles of fairness and justice for all through the education that we provide in our Federation.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the Federation.
5. The Federation is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the Federation building; and improve delivery of information.

### **Meeting our Duties**

#### **Statutory Requirements**

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

#### **Race Equality**

The general duty to promote race equality means that we must 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 (See appendix A)**

All racist incidents should be recorded on the Federation racist incident sheet and a copy given to the appropriate member of staff. They will record this on the Federation's record and will also inform the DCC and Governors. Staff should deal with the incident in line with the Federation behaviour policy.

#### **Disability Equality**

The general duty to promote disability equality 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, even where that involves treating disabled people more favourably than other people

#### **Accessibility (refer also to the Federation's Accessibility plan)**

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

1. Make improvements to the physical environment of the Federation to increase access;
2. Make written information accessible to pupils in a range of different ways

3. We must ensure that disabled pupils do not receive less favourable treatment and to do this the Federation has a duty to make reasonable adjustments.

### **Gender Equality**

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

1. Eliminating unlawful discrimination and harassment and
2. Promoting 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 a range of people who do not feel comfortable with their birth gender. The Federation will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its Federation community.

### **Community Cohesion**

we also have a responsibility to promote community cohesion, developing good relations across different cultures, and ethnic, religious and non-religious and socioeconomic 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.

**Strand 1** – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions

**Strand 2** – Equity and Excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups

**Strand 3** – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different Federations and communities – locally and more widely.

We recognise that our Federation has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of Federations in different communities and will promote the interaction of students with those in other Federations.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

### **Age, Sexual Orientation, Religion and Belief**

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.

### **Our Federation Values and Vision**

Meeting the duties described above will mean that all our actions will embody our Federation’s key principles and values, which includes that:

- We believe that all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group
- We celebrate the diversity of our world.  
To respect the religious, spiritual, cultural, and moral values of others and to consider thoughtfully their own attitudes, values and beliefs.  
To provide an atmosphere of harmony and respect and safety within an educational environment.
- We strive to make the best possible provision 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 treating everyone the same. We take the necessary steps to ensure that every child 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 are 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

### **Role and Responsibilities**

The Federation Equality Scheme will be aligned with the with the Development plan. Its implementation will be monitored within the Governing Body self-evaluation and other review and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- The Governors will ensure that the Federation complies with statutory requirements in respect of this Scheme and Action Plan.
- The Head Teachers/Principal are 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 the progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the Federation, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and 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 Federation, including parents/carers are adhering to our commitment to equality.

### **Publicising our Scheme**

The Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- Federation website
- Staff and parent newsletter
- Staff and pupil induction
- Distribution to local community and voluntary groups as appropriate

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

- A slot at School/College Council meetings to discuss equality and diversity issues where appropriate
- A regular slot at staff meetings
- Having staff able to discuss equality and diversity matters during parent consultation meetings
- Having Federation open days/evenings for the wider community to celebrate the work of pupils and give the opportunity for feedback

### **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 your information gathering activities for race, disability and gender and what you have done with this information
  - 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
  - Produce an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan
1. The Governors will be responsible for monitoring the effectiveness of this Scheme
  2. The Governors will review this scheme annually and revise it every three years or as appropriate in line with legislation
  3. The Governors agreed this scheme on the date shown below to take effect immediately.

### **Equality Analysis – A Statement of Effectiveness**

The Dartmoor Federation is inclusive. We use 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.

The wide range of information gathered to support our planning and action to promote equality and promote discrimination includes the following:

- Identification of children and young people, parents, carers, staff and other users of the Federation representing the different characteristics.

- Pupil attainment and progress data relating to different groups.
- Children's views actively sought and incorporated in a way that values their contribution.
- Uptake and attendance at extra-curricular activities in Federation.
- Exclusions data analysed by group.
- Records of bullying and harassment on the grounds of any equality issue.
- Complaints of racism.
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experimental, for the various protected characteristics and other vulnerable groups.

Actions required from the above will be prioritised and will be included in the Action Plan.

**Scheme agreed by Governors – November 2012**

**Scheme due for review – November 2013**

**Lead person –**

## **Appendix A**

### **Procedure for Dealing with Racist Incidents**

Pupils need to be made aware that we live in a multicultural society, in which appropriate, positive attitudes and behaviour need to be adopted.

The Federation aims to provide an environment where no one should experience racial harassment, whether directed at them or at a fellow pupil.

### **Strategies to Encourage Positive Pupil Behaviour**

All staff promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom. Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the Federation community are sensitive to, and take responsibility for, reporting and dealing with such incidents. Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.

Development of multicultural issues and equal opportunities as cross-curricular themes in teaching. Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

### **Identification**

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.

2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racial motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the Federation community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature

### **Referral**

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents and will be treated by staff in a sensitive manner.

Staff are to report directly to the appropriate person without delay, any incident of suspected racism.

Support staff to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

### **Action**

Immediate action by a teacher or adult will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

A Racist Incident Sheet will be completed and passed to the appropriate person without delay. She will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Assistant Head Teacher’s office.

A summary record sheet of incidents is kept so that any patterns can be identified e.g. type of incident/victim/perpetrator.

All incidents will be reported online to the Authority Where there are no incidents, a return of ‘nil’ will be recorded and returned.