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## **Southwark Council**

### **Schools' Single Equality Scheme**

**2016 - 2019**

***Charles Dickens Primary School***

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## Forward

### **Southwark Council's vision for equality, diversity and human rights**

Southwark's approach to equality and diversity is to recognise and value difference whilst also holding on to what we all have in common. The council's vision is clearly set out in 'Southwark 2016'. It describes how our commitment to reducing the inequality gap underpins all our plans. We want to be an example to the whole country of successfully fusing the celebration of diversity with greater social inclusion and cohesion.

Success of the school's Single Equality Scheme will require ownership by Governors, senior leaders, all staff, the school community and the young learners, along with their partners.

The Southwark School's Single Equality Scheme (SSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The SSSES therefore contains:
  - The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
  - How the school will manage, plan and include its equality and diversity policy within its day to day work.
2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The SSSES therefore contains:
  - the school's statutory equality schemes in relation to race, disability and gender
  - The school's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The SSSES will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services; and that their services are more accessible and delivered effectively.

The SSSES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates their commitment to ensuring equality for all.

## **Section I - Introduction**

This Schools Equality Scheme (SES) is a combined scheme designed to meet the Race, Disability, and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

### **Our Vision and Aims for Equality and Diversity**

This scheme sets out our school's commitment to equality relationships, education and diversity, including the school's approach to all six Equality Strands: race, religion, belief, disability, age, and gender. It is to help us ensure that we focus on outcomes that matter to the community and to the people who use our services. It is to be used in conjunction with the existing Behaviour, Disability Equality, PSHCE, SRE, RE, Grievance, and Respect at Work policies. We believe that diversity is a strength for our school, its community and the country as a whole – and we will work proactively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued. We have a statutory obligation to promote the integration and valuing of all groups as well as responding to incidents of discrimination.

## Section 2 - School profile and values

### Your school context:

Charles Dickens Primary School is in London, located in the north of the borough of Southwark and has 425 pupils on role including Nursery. Our community come from streets which are within 2 miles of the school. This area is home to many members of Southwark's diverse ethnic minority communities. Young people from many different ethnic communities attend our school, only around 20.5% of our pupils over 5 years old are of White British ethnic origin and we have a large demographic of pupils from the local Asian, African and Continental European communities. At present the school does not have any pupils with a physical disability.

Our SEN Pupils are as follows:

SEN Support: 148

Statement Pupils: 1

Pupils with an EHCP: 5

Our pupil population is as follows (as of May 2017):

### **Pupils on roll by Ethnic Group - aged 5 and over (with description)**

| <b>Ethnicity Code</b>       | <b>Ethnicity Description</b>                              | <b>Number of Pupils<br/>2016-</b> |
|-----------------------------|---|-----------------------------------|
| <b>17</b>                   |   |                                   |
| <b>OOEG<br/>Group</b>       | <b>Any Other Ethnic<br/>11</b>                            |                                   |
| <b>OLAM<br/>American</b>    | <b>Any other ethnic group - Latin/South/Central<br/>6</b> |                                   |
| <b>OKRD<br/>Kurdish</b>     | <b>Any other ethnic group<br/>0</b>                       |                                   |
| <b>AOTH<br/>Background</b>  | <b>Asian or Asian British - Any Other Asian<br/>8</b>     |                                   |
| <b>ABAN<br/>Bangladeshi</b> | <b>Asian or Asian British -<br/>19</b>                    |                                   |
| <b>AIND<br/>Indian</b>      | <b>Asian or Asian British -<br/>5</b>                     |                                   |
| <b>APKN<br/>Pakistani</b>   | <b>Asian or Asian British -<br/>0</b>                     |                                   |
| <b>BOTH<br/>Background</b>  | <b>Black or Black British - Any Other Black<br/>18</b>    |                                   |
| <b>BCRB<br/>Caribbean</b>   | <b>Black or Black British -<br/>22</b>                    |                                   |
| <b>BSLN<br/>Leonean</b>     | <b>Black or Black British - Sierra<br/>11</b>             |                                   |
| <b>BSOM<br/>Somali</b>      | <b>Black or Black British -<br/>7</b>                     |                                   |
| <b>BGHA<br/>Ghanaian</b>    | <b>Black or Black British<br/>14</b>                      |                                   |
| <b>BNGN</b>                 | <b>Black or Black British</b>                             |                                   |

|                   |  |                   |
|-------------------|--|-------------------|
| <b>Nigerian</b>   | <b>25</b>                                      |                   |
| <b>BAOF</b>       | <b>Black or Black British -Other Black</b>     |                   |
| <b>African</b>    | <b>31</b>                                      |                   |
| <b>CHNE</b>       | <b>Chinese</b>                                 | <b>11</b>         |
| <b>NOBT</b>       | <b>Information Not Yet</b>                     |                   |
| <b>Obtained</b>   | <b>3</b>                                       |                   |
| <b>MOTH</b>       | <b>Mixed/Dual Background - Any Other Mixed</b> |                   |
| <b>Background</b> | <b>33</b>                                      |                   |
| <b>MWAS</b>       | <b>Mixed/Dual Background - White and</b>       |                   |
| <b>Asian</b>      | <b>18</b>                                      |                   |
| <b>MWBA</b>       | <b>Mixed/Dual Background - White and Black</b> |                   |
| <b>African</b>    | <b>9</b>                                       |                   |
| <b>MWBC</b>       | <b>Mixed/Dual Background - White and Black</b> |                   |
| <b>Caribbean</b>  | <b>11</b>                                      |                   |
| <b>REFU</b>       | <b>Refused</b>                                 | <b>21</b>         |
| <b>WBRI</b>       | <b>White -</b>                                 |                   |
| <b>British</b>    | <b>96</b>                                      |                   |
| <b>WIRI</b>       | <b>White -</b>                                 |                   |
| <b>Irish</b>      | <b>1</b>                                       |                   |
| <b>WKOS</b>       | <b>White -</b>                                 |                   |
| <b>Kosovan</b>    | <b>0</b>                                       |                   |
| <b>WTUC</b>       | <b>White - Turkish</b>                         |                   |
| <b>Cypriot</b>    | <b>2</b>                                       |                   |
| <b>WEEU</b>       | <b>White - White Eastern</b>                   |                   |
| <b>European</b>   | <b>4</b>                                       |                   |
| <b>WOTW</b>       | <b>White</b>                                   |                   |
| <b>Other</b>      | <b>26</b>                                      |                   |
| <b>WTUK</b>       | <b>White -</b>                                 |                   |
| <b>Turkish</b>    | <b>1</b>                                       |                   |
| <b>WWEU</b>       | <b>White Western</b>                           |                   |
| <b>European</b>   | <b>14</b>                                      |                   |
|                   |  | <b>Totals 429</b> |

We currently have 202 male pupils and 183 female pupils aged 5 and over.

- Our staff (at October 2016) are comprised of :  
43 White British, 8 Black or Black British, 15 White Irish, White European or Other white background, and 4 members of staff from other ethnic backgrounds. There are 16 male and 55 Female staff. There is currently one member of staff with a disability.
- Our Governing Body (at October 2016) is comprised of:  
A balance of male and female, governors of varied ethnic origins. There is a varied age range across the Governing Body. There are currently no Governors on the Governing Body with a disability.

### **The school's commitment to equality:**

The school wholly believes that racism, intolerance and discrimination of any kind are wrong and it will not tolerate racist or discriminatory attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist or intolerant attitudes and behaviour. The school will not tolerate racist, sexist or any other discriminatory taunting or bullying and in certain cases will contact the police, especially if parents are involved.

The school ensures that it is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome the barriers to learning or participation experienced by disabled people served by or serving the school. The school is committed to promoting equality of opportunity for all, regardless of gender, age, race, belief, sexual orientation or disability.

The school is committed to delivering effective Sex and Relationships Education (SRE) as we believe it is essential in order for young people to be able to make responsible and well-informed decisions about their lives. The school believes that by learning about religions and cultures of the world it helps pupils to understand their own world and their place in it. By learning about how others live their lives, pupils show greater empathy and tolerance towards others. RE is a subject in which children can learn how to express themselves. They can question what they hear and through doing this, they can begin to unravel some of the mysteries in their worlds.

No member of staff, prospective member of staff, or pupil will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs. The school also makes a substantial effort to promote equality of opportunity for all and encouraging good relationships with all cultural and racial groups.

### ***Roles and responsibilities, commitment and accountability***

The SSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

### **Chain of accountability**

The board of Governors, supported by the Headteacher and staff, is responsible for ensuring the scheme is fully implemented. All staff are responsible for delivering the scheme both in a general sense as employees and more specifically as it relates to their area of work.

## **Section 3 - The Race Duty and Community Cohesion**

Charles Dickens Primary School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). Since the 31<sup>st</sup> May 2002 we have had in place a written statement of our Race Equality Policy, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality Policy (REP) is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Expand access across all communities and in all areas of school activity.
- Eliminate unlawful racial harassment.
- Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our REP into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2016–2019, and a review will commence from July 2017 to meet the requirements of the scheme. We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

**Our REAP aims for 2013/16 were:** To maintain the progress achieved in the below mentioned areas and to continue to implement and enforce our Diversity, Equality and Inclusion policies.

1. To raise attainment and close the Achievement Gap between pupils of all ethnic groups.
2. Tackle unlawful discrimination and ensure any complaints of discrimination and harassment are dealt with speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools*

We have no statistically sizeable gap between ethnic groups in KS2 attainment and progress, and there are a number of support systems in place to help any pupils with concerns about their achievement in literacy. We also now have fully comprehensive discrimination, behaviour and harassment policies as well as going to great lengths to actively encourage community cohesion within the school.

**Our focus for 2016-19 is:** To continue to maintain the progress achieved in the below mentioned areas and to continue to implement and enforce our Diversity, Equality and Inclusion policies.

1. To maintain high attainment outcomes for all pupils of all ethnic groups.
2. Tackle unlawful discrimination and ensure any complaints of discrimination and harassment are dealt with speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools*

## Community Cohesion



We understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Charles Dickens Primary School we:

- Foster understanding and respect for the culture and faith of all of our learners and their families by consulting with different ethnic and cultural groups on the appropriateness of our service and the vision and future of our school
- Encourage learners and their families from all ethnic groups to participate fully in all aspects of school life leading by example to emphasise mutual respect and honesty between different groups including children and teachers
- Develop an understanding in children that they all have a responsibility to their shared future not only through the curriculum but also by promoting environmentally responsible approaches, and raising awareness of issues such as human rights, fair trade and necessity of sustainable resources as well as promoting responsible action and ways to go about this.
- Counter myths and misinformation that may undermine good community relations and ensure that the teaching and environment helps children to learn to challenge prejudice and stereotyping and to value diversity. This is achieved through curriculum based activities, class discussions, visits and meetings with members of different communities and cultures and assemblies.
- Make visible to the whole school community the necessity of fairness and trust through the curriculum and our relationships with pupils.

We will evidence our effectiveness by demonstrating:

- Widely shared sense of the contribution of different communities to a shared vision.
- Strong sense of individual rights and responsibilities within the school community.
- All children and parents feel they are being treated fairly and have the same opportunities.
- Children's trust in the school to act fairly.
- Strong and positive relationships.

## **Section 4 - The Disability Equality Duties**

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between all pupils regardless of disability or Special Education Need
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and pupils by disability.
- Have a Disability Equality Scheme (DES).

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

We shall:

- Ensure that resources are monitored and evaluated.
- Analyse the attainment and progress of SEN pupils and, where necessary, of pupils with other disabilities, acting on any concerns that we identify

The School Development Plan takes in to account the necessary Disability and Equality requirements and aims, and SDP priorities are always with a view to making the school more accessible to those with disabilities or learning needs. Where feasible or relevant, key strategies and policies are made with provision for the inclusion of SEND pupils or staff with disabilities as evidenced by our Accessibility Policy, Disability and Equality policy, Inclusion Policy, SEN policy, and Individual Education Plans, as well as the adaptation of classroom content where possible to make the curriculum accessible to all (see below).

**Charles Dickens School Accessibility Plan regarding physical access:** As the school is in an old Victorian building, in the main, it is only the ground floor and playgrounds which are accessible by all children and their parents. Nonetheless every reasonable effort has been made to improve the accessibility of the school to those with disabilities wherever possible. There is construction in progress to expand the school which will include improving physical access to the school buildings and class rooms making them more suitable for wheelchair users and those with physical disabilities, and providing a lift.

**Access to the curriculum:** In order to increase access to education for disabled pupils, we shall:

- Offer a differentiated curriculum, where appropriate, to individual learners. We have a number of resources to assist children with SEN to learn in a flexible way.
- Recognise our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum and extended curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual.
- Include positive images of disabled people across the curriculum.
- Improve the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled (including becoming an Inclusive Dyslexia Friendly School and being trained to support autistic pupils)

- Provide, where possible, support, assistance and care to disabled learners to enable them to lead independent lives
- Support the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community
- Support disabled learners, staff and carers according to their individual need.

**Equal Opportunities for Disabled Employees:** We plan to improve equal opportunities for disabled employees by:

- ensuring all policies and procedures regarding equality and equal opportunities are up to date and as supportive as possible to the needs of disabled staff members
- continuing to consider the welfare and needs of our disabled staff
- continuing to provide support to ensure disabled staff gain access to the same opportunities as other staff

## Section 5 - The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Gender monitoring information is gathered from the census on a termly basis from the School's database from information provided by pupils and staff when applying to the school.

In terms of targets for pupil achievement by gender, it is the responsibility of the class teacher to monitor individual pupil achievement. This process is overseen by the Headteacher. The Headteacher and Assistant Head monitor the achievement of boys and girls to ensure that any inequalities in achievement are identified. Targeted work is then undertaken by the class teacher or other nominated person as appropriate.

We appreciate that schools play a key role in shaping the values and attitudes of children and young people and we strive to take a lead in challenging gender stereotyping. World at work visitors to the school for example during science week reflect an equal diversity of gender and ethnicity, where there are groups of visiting scientists the group is gender balanced to show equal proportions of male and female scientists and varying ethnicities.

Charles Dickens Primary School recognises that if schools are to be at the forefront of promoting gender equality in terms of outcomes for pupils, we are also at the forefront of promoting gender equality for their workforce. We have several male teachers and male support staff as well as female and we strive to keep the balance every year.

~~As an equal opportunity employer we believe in equal pay for all our employees. An audit is carried out yearly to check that pensions and salaries show the correct salary and leave entitlement for each individual employee. Charles Dickens Primary School operates an equal pay policy, all employees are considered on the basis of merit and not gender when applying for roles or promotion, there is no gender pay gap. Pay is subject to the Southwark Council's pay-scale.~~

With regard to gender violence and domestic violence, amber and red incident form systems are followed when any children breaches school behaviour policy but incidents of racism or sexism are further logged and more stringent procedures followed. The Family Liaison Officer and Early Help Manager links with families and vulnerable parents to provide the best support for children. The school also has links with an Educational Psychologist who works both with children and vulnerable parents. We assess the needs of any vulnerable children and ensure they are met in the best way for each individual; we have senior children looking after vulnerable children as a buddy scheme, we also have a behaviour book at break and lunchtime play, and any incidences are reported to the Headteacher as soon as possible. If any incidences happen in the classroom it is noted on a behaviour sheet and then the child is sent to a senior member of staff. We publish annual levels of exclusion via the school census.

We provide classroom based lessons on gender issues such as sexual bullying and sexual exploitation for example during friendship week there are whole phase assemblies and ongoing PSCHE lessons where anti-bullying and gender bullying are discussed and explored. For all year groups we provide SRE lessons It is clearly highlighted that sex is something that happens in loving relationships. The school has achieved Unicef Rights Respecting award level 1 and is working towards level 2.

With regard to responding to the information children receive from the internet, films and magazines, inappropriate material is not used within a school setting in any way; material children are exposed to is carefully vetted, including the newspaper they use for paper-mache . There is frequent E-safety training for the children and emphasis is again put on who they can turn to if they see anything inappropriate or distressing. Discussions are also had with parents when there is an issue of the child being exposed to inappropriate material outside of school. It is also discussed with the children and explained. Any incidents of sexism are actively challenged by all staff.

## **Section 6 - Religion and Belief**

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

**At Charles Dickens School we always take into account the need for policies and procedures which are inclusive and provide equal opportunities for all.**

The school aims to encourage the pupils to learn about and respect all different religions and beliefs and actively encourage this through:

- International Evening
- Shared assemblies on religious days from different world religions
- Provision of halal meat options in the lunch menu and catering to dietary requirements of pupils from all different religions/belief systems
- RE lessons covering a wide range of beliefs and religions
- Unicef Rights Respecting School commitment

We recognise the diversity of our local community and aim to work well with different faith groups. We offer the children multiple perspectives, e.g.:

- Our religious education curriculum encompasses many different aspects of different faiths and we will endeavour to ensure that all children leave Charles Dickens Primary School in year 6 with a good understanding of the main world religions covered by the primary curriculum.
- We recognise our responsibility to gather together for collective worship on a weekly basis and, whilst it is appreciated that the ethos of this worship is of a 'broadly Christian' nature, we have an open visitor policy and will actively encourage members of a wide range of local religious communities to visit the school and lead assemblies
- We recognise the advantages bestowed on children in later life by a broad curriculum and we aim to further this by inviting people of diverse faiths to work with individual classes, where this is appropriate to the main curriculum.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. Where possible, we will be flexible to meet the needs of a person's religion or belief, e.g. in recognising dietary requirements and striving to meet them.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief. Discrimination on the grounds of Religion will not be tolerated at Charles Dickens Primary School. A definition of discrimination on the grounds of religion and our policy for dealing with such instances can be found in our Behaviour policy

## **Section 7 - Sexual Orientation**

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

At Charles Dickens Primary School we include realistic images of LGBTQ people and the contributions they have made to different aspects of the curriculum through the SRE resources and lessons. Sex is portrayed as taking place in a loving relationship, whether that is between a married, unmarried or same sex or other.

Homophobic bullying, language and stereotypes will be strongly challenged within the school. We will do this by respecting the rights of individuals to be open about their sexual orientation:

- Homophobic bullying, language and stereotypes will be challenged
- We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

We want to ensure equality of opportunity for LGBTQ people across services and employment. The school uses a wide variety of resources to raise staff and pupil awareness of their rights and the rights of others; the PSCHE curriculum links with SEAL objectives and Unicef Rights Respecting School award level 2.

## **Section 8 - Age**

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

We aim to eliminate unlawful discrimination and harassment on the grounds of age. The school is part of the wellbeing programme EAP (2016 – 2019) and all staff are aware of issues such as ageism. In our school all children have equal opportunities regardless of age i.e. school council members.

Thus far Charles Dickens Primary School has a five year Health and Wellbeing Strategy as the health and wellbeing of the children and staff is such a core part of the school's ethos and values that it is the basis on which many school schemes and policies are built. There are a number of initiatives run by the school which are specifically aimed at improving the wellbeing of the pupils and staff such as:

- A club for children who are at risk from inactive lifestyles
- Healthy lunch and packed-lunch policies that ensure the children and staff receive healthy, well balanced meals at school
- PSCHE policy to promote and highlight the importance of healthy lifestyles to the children
- The school also encourages the children to think about healthy food and lifestyles such as the benefits of fresh home grown foods such as the eggs from the school chickens and growing vegetables in the school's allotment.
- Ensuring staff health is not adversely affected by work and good quality advice and support is available and accessible to all.
- EAP Counselling and well-being programme.

## **Section 9 - Anti-bullying and Positive Behaviour Policy Framework**

Our School states clearly that all forms of bullying are unacceptable and will not be tolerated which reflects our commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.

We have set out the measures that our school will take to address bullying in our Behaviour Policy which is reviewed every year.

Any incidents that occur are recorded and then reviewed to help prevent further issues.

We submit data regarding incidents of racism or bad behaviour to the Children and Young People's Service in Southwark Council in accordance with statutory requirements.

Bullying will not be tolerated or ignored in any of its forms within our school community. All staff will deal seriously with any report by victims or concerned children about physical, mental or verbal intimidation of pupils or adults. Our aim is to develop a culture in which victims feel they can talk to any adult in the school about issues relating to bullying either to themselves or others and where bullying is seen by all as unacceptable. It is made quite clear to all pupils, parents and adults that any kind of bullying is completely unacceptable.

We will ensure our objectives reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation by:

- Ensuring equality of opportunity for pupils, staff and others
- Challenging discrimination, harassment and inappropriate behaviour
- Supporting community cohesion and encouraging all groups to participate fully in all aspects of school life
- Consulting with all groups on the effectiveness of our services
- Celebrating differences and deepening understanding through our extended curriculum
- Challenging stereotypes and providing resources portraying different groups
- Placing emphasis on mutual respect and honesty between different groups including children and teachers and making visible the necessity of fairness and trust
- Developing an understanding in children that they all have a responsibility to their shared future
- Countering myths and misinformation that may undermine good community relations
- Working with partners to achieve these aims.

The next date the Charles Dickens Primary School Behaviour policy was reviewed in July 2017 and then reviewed in July 2019.

All members of the school community have a legal responsibility and a moral duty to challenge behaviour and/ or language which they, or another, may perceive to be anti-inclusive. The most appropriate way to manage such an incident may be on an informal one-to one level, however Charles Dickens Primary School has established respect at work, grievance and bullying/ harassment policies which are available to all staff should further support be needed. All staff and governors have been offered training on how to challenge and confront inappropriate behaviour and/or language. Further advice is available from Cassie Buchanan, Headteacher, and the Chair of Governors.

There is an anti-Bullying system in place where incidents involving bullying and discriminatory incidents are recorded and analysed then sent to the Headteacher for collation and action, ensuring information is used to prevent further issues.

**All non-teaching staff** must report incidents of bullying or disclosures about intimidation to the appropriate class teacher.

**Class teachers** must make a decision about whether to deal with a problem themselves, if it is a first known occurrence for example, or involve the SMT or the Headteacher.

**All cases where parents become involved must be reported to the Headteacher**

Staff must keep a written record of the incident, the action taken and the monitoring plan implemented. Using the bullying log, this is then passed to the Headteacher who keep a confidential file on any incidents.

Data of incidents of racism are sent to Southwark Children's Services in accordance with statutory requirements.

## **Section 10 - Employment Practices**

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Charles Dickens Primary School's arrangements for ensuring that the principles of equal opportunities in employment are observed and implemented are below.

We follow Southwark council's guidelines for recruitment and selection; ensuring equal opportunities practices are maintained. Training and development are conducted as required and the school's performance appraisal systems are in line with Southwark's published policies.

The School Business Manager is responsible for monitoring the arrangements for selection and recruitment. With regard to selection for redundancy, restructuring, redeployment and retirement we follow the Southwark council guidelines. Senior management are responsible for the training and development of the teaching staff, whilst the School Business Manager is responsible for the training and development of non-teaching staff. Promotion, Performance appraisal and Award for pay, bonus and allowances are monitored by the Head Teacher. In terms of Grievance, Disciplinary measures, Harassment and Discrimination, these are all monitored according to the school's policies laid out in the HR Policy folder.

Behaviour policy is supported by the Behaviour Support Team. Every adult has access to the anti-bullying log which are returned to the Head Teacher for collation and action.

## **Section 11 - Equality Impact Assessments**

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

At Charles Dickens School this year we will be implementing Equality Impact Assessments. All policies and procedures already take into account and make provisions for ensuring equality and accessibility for all pupils but there is not as of yet a formal Impact Assessment stage. We will be working on this objective throughout the year and our aim is to have the procedure implemented by the end of the school year.

The current policies and practices are already inclusive and geared towards ensuring Equality and Diversity. All relevant policies adhere to the Disability Discrimination Act (1995) and have been created with full consideration of the needs of SEND pupils and staff with disabilities, equality of



opportunities and inclusion of all ethnic groups, cultures, genders and sexualities. Relevant policies include:

- *Admissions*
- *Attendance*
- *Behaviour and Pastoral Care*
- *Disciplinary Procedure*
- *Curriculum*
- *Safeguarding (Child Protection)*
- *Anti-bullying*
- *Respect At Work*
- *Disability and Equality Policy*
- *SEN Policy*

## **Section 12 - Consultation and Information**

In our work to improve our services with regard to equality and diversity, we work with:

- Stakeholders, whom we consult to determine policy,
- The LA Equality and diversity service, who offer support and advice on policy matters but also on a practical level, such as loans of gypsy, Roma, traveller resources and resources to help us teach a pupil with EAL
- The LA capital strategy team (access to the building)
- The Governing Body
- Parents and Carers at the AGM
- SEND Pupils and their parents/carers

Visitors representing a range of faiths who lead assemblies, including:

- Local church
- Local chapel
- Quakers
- Judaism
- NSPCC (domestic violence)
- British Council
- Police

The school maintains good working relationships with disabled pupils, staff and parents. We actively encourage community cohesion and fostering understanding of the values and merits of diversity within our community. There are many opportunities throughout the year for pupils, parents/carers and the wider community to get involved and take part in assemblies, activities and meetings.

Consultations with local groups during the development of this scheme include:

- Designated person group meetings for Safeguarding with Southwark Safeguarding Services
- Courses and forums attended by designated staff on SSCB
- Inclusion Parents meetings
- Governing Body and committee meetings

## **Section 13 - Equality Scheme Objectives**

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

#### **Rationale for the 2016-19 Equality Scheme Objectives:**

The Equality Scheme Objectives were chosen due to the issues that have been raised over the last year (2015-16) from the information gathered and consultations. There were 3 major findings last year, they were:

- 1) When consulted, parents were commenting that they would benefit from more guidance on how to help their children, not just with home learning and supporting their school work but also with regards to other parenting concerns such as internet safety and how to best deal with the different stages of their children's development. We offer a range of course to support good parenting and support for learning.
- 2) Information gathered has shown that in the Southwark area there are high levels of incidences of homophobic terminology in schools. The Family Liaison Officer and head of PSHCE has since completed training in this area, and our policies and procedures will be cross referenced with the knowledge gained from this training to ensure the school is following the best practice for dealing with such occurrences.
- 3) Rights Respecting school states homophobic bullying will continue to be challenged and monitored, and school policies updated according to knowledge gained through training in homophobic bullying.

We will use the equality monitoring information to assess progress on implementation, and review and develop later schemes.

At Charles Dickens Primary School, we are committed to promoting equality and addressing our objectives in this area:

- We regularly assess our building in relation to our community and our legal obligations.
- We work tirelessly to support our disabled pupils and staff members.
- We have made international links and planned the curriculum in a way that celebrates diversity and promotes global citizenship
- We aim to bring the wider world into our school.
- In order to explore other faiths we welcome visitors, the police and the anti-bullying team.
- In order to explore the diverse cultures in Britain we are making links to other areas in our country.

## **Section 14 - Roles and responsibilities**

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Charles Dickens School Governing Body ensures that the school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2010 Religion and belief and Equality Act (Sexual orientation) Regulations 2010 when policies are created and reviewed. All major policies need to be approved by the Governing Body before they

can be implemented and it is at the approval stage that they ensure all duties and requirements are met before signing and approving the school policies.

The Governing Body will monitor the delivery of the Schools Equality Scheme through the Head Teacher's report once a year. They will ensure that all staff understand the importance of the scheme and their role in delivering it through the Head Teacher, staff handbook and staff appraisals.

The School's Equality Scheme will be linked to the School Improvement Plan, and it will be the Governing Body's role to incorporate the aims and priorities of scheme into the School improvement plan, ensuring that the interests of both are aligned.

## **Section 15 - Contracting and Procurement**

Race, gender or disability equality requirements are included within the contracts for services procured by the school.

The Bursar through the Premises Officers monitors contractors' commitment to implementing equal opportunities standards within employment and service delivery. For larger projects, this comes under the remit of the project manager for each project.

## **Section 16 - Action Plan**

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

### **Current Action Plan Objectives:**

#### For this year:

- Develop and implement an overarching Health & Wellbeing Strategy which encompasses all existing initiatives. This will be achieved by the Head teacher, designated Health & Wellbeing Officer and The Governing Body

#### Ongoing over the course of 3 years:

- Improve the School's Accessibility to disabled staff and pupils. This will be achieved by the Head teacher and Governing Body in collaboration with the Premises Manager by drawing

up and consolidating the building plans for improvements to the school buildings through capital investment.

**The aims and objectives of this scheme are a work in progress, and are currently being reviewed by the Head teacher and Governing Body.**

### **Section 17 - Reporting and reviewing the scheme**

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

The Headteacher will review and revise the Schools Equality Scheme every three years, making the draft available to parents and governors for comment.

The annual report will be produced every school year and will be made available on the school website with paper copies printed on request from the school office.

### **Section 18 - Publication**

The Schools Equality Scheme is published as a separate document and is available on request.

The School Single Equality Scheme is published as a pdf document on the school Website; a paper copy is available to anyone on request (small charge for photocopying may be necessary)