



## Equality Scheme Policy

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Contents of our Single Equality Scheme:

## 1. Our Distinctive Character, Priorities and Aims

### 1.1 Characteristics of our School

Singlewell is a two form entry primary school, well respected in the local community. Parents say it has a caring, family feel and applications for the 60 places is usually oversubscribed, with many appeals based on personal recommendation. A large majority of pupils on the latest questionnaire enjoy school and parents are happy with their children's education. Many parents are very keen for their children to keep attending the school even when they move away from the area.

The local community consists of a mixture of local authority housing and privately owned/rented housing. Teacher assessment, reports from pre-schools, induction visits, meetings with parents and the knowledge of families inform school that attainment on entry is broadly average but pre-school provision is varied and children attend many different settings. Recent increases in reports from speech therapists indicate that some children do not come from language rich environments. This has been further exacerbated by the recent Pandemic. The school is addressing speech problems through intensive provision and regular screening.

### 1.2 Distinctive Characteristics of the School

The school has a stable leadership structure. Retention of staff and governors is good and all work together with parents for the good of the children. The Governing Body has had additional members who have brought different skills and work well together. There is a strong shared commitment to raising attainment for all.

The staff knowledge of the children and families along with the willingness of the Governors to work alongside the staff on a day to day basis, attending and assisting with events, has led to a very positive, cohesive environment for all. This is evidenced through the monitoring feedback forms completed by the Governors and feedback from parents and visitors.

The school provides a large range of after school clubs, run by teachers, based on the interests of pupils as well as study support to improve their learning. Information regarding extra-curricular clubs and the sporting opportunities available to pupils is accessible on the school website. Children are also able to attend Breakfast and After School clubs.

Pupils benefit from good relationships with staff; their behaviour is good both in lessons and at play, they show considerable support for one another regardless of age, gender or ethnicity. Staff act as good role models to promote respect and value learning.

### 1.3 School Values

Through the provision of a welcoming, purposeful learning environment and a team effort by Children, Staff, Parents and Governors our aims for all children are that:

- They should be safe, secure and happy in school.
- They enjoy learning and working collaboratively.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They acquire the necessary skills of literacy and numeracy in order to raise levels of achievement within and beyond the National Curriculum.
- They experience a broad and balanced curriculum where knowledge, skills and understanding can develop at a pace matched to individual needs.
- They experience consistently good teaching, a stimulating learning environment and ongoing active parental interest and support.
- They show responsible behaviour, courtesy and consideration for others.
- That their spiritual, moral and cultural development is promoted, in order to prepare them to become valued members of an ever-changing, multi-cultural society.
- They become confident individuals with the capacity to succeed.
- They can function well as part of a team and enjoy developing their creative thinking.

The core values generated by the school community and promoted throughout the school in its entirety are: **Singlewell CARES about being: Curious...Ambitious...Resilient...Equal...Safe**

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## 3. Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership (in relation to staff), pregnancy and maternity, race, religion or belief, sex and sexual orientation. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on relevant protected characteristics in line with data protection legislation and the school's Data Protection and Privacy policies.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration ("due regard") to equality issues in everything that we do at Singlewell Primary School. In line with the Public Sector Equality Duty, we have due regard to the need to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010,*
- *advance equality of opportunity between people who share a protected characteristic and people who do not share it,*
- *foster good relations between people who share a protected characteristic and people who do not share it.*

We are committed to working for equality for all our staff, parents/carers and children and to meeting our duties under the Equality Act 2010 in all aspects of school life.

We eliminate discrimination by:

- Adoption of the Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring of the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision

### 3.1 Setting Our Priorities

#### Our Equality Objectives are set in the light of:

- Identification summarised in the overview of outcomes;
- Views expressed by stakeholders.
- Consultation with Governors, Staff and Stakeholders.

### 3.2 Our priorities are:

#### Children and Young People

- Increase aspiration amongst all groups of children;
- Narrowing the attainment gap between different groups of children and young people in the school
- Challenging race and gender stereotypes in subject choices and career advice.
- Ensure that all pupils are given similar opportunities to access after-school clubs and activities.

#### Our Community

- Allow equal access to information for all parents
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- Ensure our school environment is accessible as possible to all pupils, staff and visitors.
- Promoting positive attitudes toward diversity;
- Tackle prejudice wherever we may see it and promote positive understanding in relation to people with disabilities within our school and beyond.
- Promote SMSC development with pupils' parents, carers and families, sharing Singlewell's new core values: Curious...Ambitious...Resilient...Equal...Safe
- Promote British values through the curriculum and regular assemblies.

### 4. Equality Objectives

At Singlewell Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of age, disability, gender reassignment, marriage or civil partnership (where applicable), pregnancy or maternity, race, religion or belief, sex, sexual orientation or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective:	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we have made towards this objective:
<b>Objective 1:</b> To monitor and analyse pupil achievement by gender, EAL and SEN or disability and act on any trends and patterns in the data that require additional support for pupils	As a diverse and inclusive school, we want to ensure all our children are given equal opportunities to thrive and achieve to the best of their ability. This analysis of data allows early intervention to identify any gaps in learning and provide further support where necessary.	Have regular pupil progress meetings to discuss individual children. Have an open door policy for staff and parents to share any concerns and ask for help in supporting their child at home. Staff training to support removing any barriers to learning. Allow staff meeting time for Assessment Lead to share any notable trends from data across the school.	Assessment Lead has conducted thorough data monitoring following Autumn and Spring data drop. Assessment Lead shared findings in subsequent staff meetings and identified a clear trend of girls outperforming boys, particularly in writing. This prompted the Writing Lead to conduct further monitoring and gathering pupil voice to identify barriers. Governors then led further monitoring alongside the Writing Lead. Governor noted the Writing Lead's efforts to inspire boys with a focus on training staff in delivering nonfiction units as well as continuously reviewing the texts we are offering. He observed good examples of scaffolding being used as well as electronic devices to remove the barrier of fine motor difficulties.
<b>Objective 2:</b> To continue to promote understanding and respect for diversity across the school.	Singlewell has a rich and diverse community which we want to celebrate with all stakeholders.	Conduct training for staff in understanding the definitions of different prejudice and discrimination. Within this, ensuring staff select the	Staff had training in discrimination and prejudice. Recent incidents of the discriminatory language being used were shared with staff and collectively we discussed

	SLT noticed an increase of discriminatory incidents across the school in the academic year 23-24. However, the children using the language were unsure of the meaning	correct category on CPOMs when reporting incidents and being explicit with the terminology, e.g. 'racist' or 'homophobic'. Ensuring any form of discrimination with the intent of being offensive is in our 'serious' category on our behaviour traffic light system. Review our curriculum to ensure diversity is celebrated.	appropriate consequences. SLT reviewed PSHE curriculum and added in units of learning focussing on discrimination ensuring prejudice vocabulary was made explicit and children understood why it was offensive. PSHE Lead/ SENCO found appropriate resources to share with different age groups so the units are taught at all levels. Associate Leads planned an introductory PSHE lesson to every year group to start the academic year. This lesson reiterates the meaning of different forms of discriminatory language and emphasises zero tolerance on any prejudice language being used with intent. The lesson will be taught in line with our CARES values.
<b>Objective 3:</b> Train all members of staff and Governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.	At Singlewell, we feel it is important for all stakeholders to have an understanding of discrimination and the effects it can have on others. Respect and understanding must be shared by the entire school community.	Safer recruitment training to be offered to all staff involved in recruiting. Sharing our training on discrimination, prejudice and equal opportunities and the developments in the PSHE curriculum with Governors.	Governors have been involved with PSHE monitoring and observed discrimination units being taught and seen the high quality pupil voice in floor books. Governors have seen the training the HT has offered to staff and will have the PSHE introductory lesson shared in the next FGB.

## 5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published on the school website and communicated throughout the school, including to staff, pupils and parents/carers,
- Ensure that the published equality information is updated at least every year (normally by 30 March), and that the objectives are reviewed and updated at least every 4 years,
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives.

## 6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training. The school has a member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 7. Links with other policies

This document links to the following policies:

- Accessibility plan (displayed on the website)
- Risk assessment
- SEND policy