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RAF BENSON COMMUNITY PRIMARY SCHOOL
POLICY DOCUMENT
SUBJECT: Single Equality and Action Plan

<i>[Original Signed]</i>	
Signed:	Date:
Headteacher	
Policy has been adopted/reviewed by Governing Body:	
<i>[Original Signed]</i>	
Signed:	Date:
Chair of Governors	

SINGLE EQUALITY POLICY

Including Equality Statement, Action Plan and Objectives

2022 - 2026

OVERVIEW

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

This policy therefore supersedes all previous school policies on Disability, Ethnicity (Race) and Gender.

The overriding principle of equality legislation is generally one of equal treatment. This does not mean treating everyone the same but does mean treating people fairly and with respect, having due regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances. However, the provisions relating to disability discrimination are different in that it may be necessary to treat a disabled person more favourably than a person who is not disabled in order to ensure equal access to provision. The duty to make reasonable adjustments applies only to disabled people. In the school setting, therefore, the general principle is that all pupils, for example males and females, must be treated equally but there may be a need to treat disabled pupils differently.

The Act introduced a Public Sector Equality Duty (PSED) that applies to public bodies and extends to all protected characteristics. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands which are described by the term 'protected characteristics':

- age
- disability
- gender reassignment
- being married or in a civil partnership
- race including colour, nationality, ethnic or national origin
- religion or belief
- being pregnant or on maternity leave
- sex
- sexual orientation.

A person's age is also a protected characteristic in relation to employment and the Act extends this to the provision of goods and services, but this does not apply to pupils in school.

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their

functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

eliminate discrimination, harassment, victimisation or other conduct that is 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.

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.'

There are certain exceptions within the Equality Act to the discrimination provisions for schools with a religious character including content of the curriculum, collective worship and admissions.

The school must meet the two specific duties which are to:

- publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school makes explicit its compliance and remains focused on improving outcomes an Action Plan has been drawn up which will be addressed through the mechanism of the School Development Plan(Strategic Plan). This will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement. We recognise that there are significant overlaps between fulfilling the Equality Duty and meeting the requirements of the school inspection framework.

In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity

- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded appropriately.

We believe that promoting equality is the responsibility of everyone in the school community.

RESPONSIBILITIES

Governing Body	<ul style="list-style-type: none"> • Ensure that the school complies with statutory requirements in respect of the Equality Duty. • Agree the Equality Statement and objectives. • Monitor progress towards eliminating discrimination, advancing equality of opportunity and fostering good relations (the three elements of the General Duty). • Ensure that the exceptions to the discrimination provisions for schools with a religious character, within the Equality Act, are applied consistently and fairly with regard to all policy and decision making procedures. • Promote key messages across the school community.
Head teacher	<ul style="list-style-type: none"> • Ensure that the work of school leaders and provision of information to the Governing Body enables them to fulfil their statutory responsibilities. • Publish information which meets the requirements of the two specific duties • Ensure that all members of the school community use information, including pupil data, to monitor progress, advance equality of opportunity, identify areas of concern, implement action plans and provide reports as appropriate to their roles within the school. • Promote key messages to staff, parents and pupils about equality. • Promote and model positive attitudes and behaviour. • Ensure that all groups within the school community receive training in order to meet the requirements of the Equality Duty. • Ensure that all staff are aware of their responsibility to record and report incidents.
Senior Leadership Team	<ul style="list-style-type: none"> • Support the Headteacher and Governing Body. • Ensure that staff meet the requirements of the Equality Duty in all aspects of their work. • Design and deliver a rich, broad, balanced and relevant curriculum • Ensure that all staff are aware of their responsibility to record and report incidents of discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010. • Promote and model positive attitudes and behaviour. • their care in order to achieve positive outcomes for individuals and groups. • Promote and model positive attitudes and behaviour. • Deliver high quality teaching that enables all pupils to succeed, promotes equality and celebrates diversity. • Record and report incidents of discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010.
Teaching Staff	<ul style="list-style-type: none"> • Contribute to securing the very best outcomes for all pupils; • Understand and uphold the commitment to pupils and parents / carers that they will be treated fairly without prejudice; • Contribute to the design and delivery of an inclusive curriculum; • Understand the responsibility to record and report all prejudice-related incidents.
Support Staff	<ul style="list-style-type: none"> • Uphold the commitment made by the headteacher as to how pupils and parents / carers can expect to be treated; • Support colleagues within the school community; • Understand the responsibility to record and report all prejudice-related incidents.

Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all • Promote and model positive attitudes and behaviour.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling inequality. • Promote and model positive attitudes and behaviour. • Report incidents of discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010.
Personnel Officer	<ul style="list-style-type: none"> • Support the Headteacher and Governing Body. • Attend HR training and advise the Headteacher and Governing Body with regard to changes to legislation. • Maintain an overview of HR policies and ensure that these are updated in accordance with statutory requirements and changes to legislation. • Ensure that all requirements are met in HR matters relating to PSED within the scope of her Personnel role including recruitment promotion and issuing contracts.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

POLICY REVIEW

This policy will be reviewed every 4 years by the Resources Committee. At this time it may be agreed that future policy reviews may take place less frequently. However, it is important that the policy reflects changes to legislation and reflects updated advice from the DfE in order to ensure compliance with statutory requirements. It should also be noted that this policy must inform continuing improvement and provide a reference for additional guidance. The policy must also underpin the specific duty requirement to:

- publish information to demonstrate compliance with the general duties, at least annually
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Single Equality Scheme and we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

SINGLE EQUALITY PLAN 2022 – 2026

This plan has been written in conjunction with RAF Benson Community Primary School’s Single Equality Policy.

Target	Action	How the impact of the action will be monitored	Responsible person(s)
Establish effective systems to communicate the school’s equality duties.	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	Include questions relating to the School Equality Plan in the annual survey of parents. Discussion with pupils during School Council and other pupil voice opportunities.	Headteacher Senior Leadership Team Governing Body
To ensure that all pupils and groups of make expected progress in all subjects	Monitor and analyse pupils’ achievement by race, gender and disability (and other relevant vulnerable groups) where possible and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	Assessment Leader SENCO Senior Leadership Team
That there are sufficient opportunities with the school’s curriculum to promote and support the elements of the protected characteristics.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school’s diversity in terms of race, gender and disability.	Increase in pupils’ participation, confidence and achievement.	Subject Leaders
The school environment promotes and celebrates diversity.	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.	Monitor pupils’ responses to the school environment in pupil surveys.	Headteacher
All pupils are encouraged to make a positive contribution to the life of the school community.	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities	Analysis of participation rates.	Headteacher
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment linked to the protected characteristics	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents to the Governing Body and Local Authority.	Use the data to assess the impact of the school’s response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher Governing Body
To help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school’s ethos are actively promoted by all staff	Monitor responses to other pupils through pupil discussions	All Staff