



COLLEGE TOWN PRIMARY SCHOOL
SINGLE EQUALITY SCHEME

Approved Date	OCT 2023
Approved At Curriculum GB	OCT 2023
Date of Next Review	Oct 2024
Statutory	No
Adopted from Bracknell Forest	NO

Single Equality Scheme Policy

College Town Primary School is committed to creating an environment which will promote equality of opportunity for all members of its community including students, staff, parent/carers and others working in partnership with it.

This policy will set out how the College Town Primary will meet and respond to its responsibilities under the Equality Act 2010 as set out in the Public Sector Equality Duty, April 2011. In order to ensure that our equality information and objectives are easily accessible we will

- Publish our Single Equality Scheme (SES) on the school website
- Raise awareness of the SES through school newsletters, assemblies, staff meeting and other communications
- Make sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable
- Our equality information will be updated on an annual basis
- Progress against our current equality objectives will be reviewed on a regular basis.

This policy should be read in conjunction with the following:

- Behaviour and Anti-Bullying Policy
- Health & Safety Policy
- SEND Policy
- Safer Recruitment and Selection guidelines (within the Safeguarding Policy)
- PSHE including Sex and Relationship Education (SRE) Policy
- Whistleblowing Policy

Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6 April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, and in line with its ethos of excellence and opportunity for all its students and staff, College Town Primary will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

(EHRC, The Essential Guide to the Public Sector Equality Duty, 2011, p9).

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

College Town Primary School will ensure that in all its policy, practice and development these are considered in terms of the impact of these policies, practice and development, to ensure that discrimination against them is eliminated and good relations and equality of opportunity between people of these protected characteristics and no characteristic is fostered and developed. College Town will continue to organise students in groups according to age under the exemption to schools regarding age as a protected characteristic including where students are above the age of 18 as outlined in *DfE, Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, 2011, p5*.

College Town Primary School will fulfil its duty to:

- Publish information to demonstrate compliance with the Equality Duty, at least annually
- Set and publish equality objectives, at least every 4 years
- All information will be published in a way which makes it easy for all stakeholders to access and understand including making reasonable adjustments to meet the needs of stakeholders within a protected characteristic.

College Town Primary will meet the requirement as a public body to publish information to show that we have consciously thought about the three aims of the Equality Duty as part of the process of decision-making.

The information published will include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees)
- Information relating to people who are affected by the school's policies and practices who share protected characteristics
- The school will not publish specific information on staff or students in protected characteristics where the numbers sharing that characteristic may enable identification of specific individuals as this would be in contravention of the Data Protection Act 1998.

Setting Equality Objectives

College Town Primary will take into account evidence of equality issues across all its functions when setting, monitoring and reviewing its Equality Objectives. The school will consider issues affecting people sharing each of the protected characteristics and will give regard to each of the three aims of the Equality Duty. Equality objectives will be specific and set out how progress will be measured. Equality objectives and progress against them will be published on the school website and available in alternative formats where reasonable adjustment is needed to allow access to them by a stakeholder.

Responsibilities

The Headteacher is responsible for:

- Providing accurate and appropriate information for publishing and demonstrating compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that staff, students, Governors, parents and carers know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between those who share a protected characteristic and those who do not share it
- Fostering good relations across all characteristics – between those who share a protected characteristic and those who do not share it
- Visitors and contactors are responsible for following this and other relevant policies

Appendix 1

The effect of the school policy and practice on people who share a relevant protected characteristic

Although there is a statutory duty to publish information about the effect of school policy and practice on service users and employees who share a relevant protected characteristic, we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information was undertaken by a senior member of staff. Information about the effect of school policy and practice on students who share a relevant protected characteristic was drawn from the following sources:

- Standards attained and progress made by different groups of students, compared with the standards and progress of all students nationally
- Standards attained and progress made by different groups of students, compared with different groups within the school
- Behaviour data
- Exclusions
- Persistent absenteeism, attendance and punctuality data for different groups of students
- Participation in extra-curricular and extended schools' activities
- Community engagement and community cohesion outcomes
- Parental/Carer involvement in school life
- Student and parental questionnaires
- Complaints from students and parents/carers with different protected characteristics

Information about the effect of Trust policy and practice on employees who share a relevant protected characteristic was drawn from the following sources:

- Staff profile**
- Recruitment and retention rates for staff with different protected characteristics**
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Staff appraisal/performance management
- Grievances and disciplinary issues for staff with different protected characteristics**
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disability

**information regarding the protected characteristics of staff will be gathered on a voluntary and non-intrusive manner which does not infringe that staff member's right to privacy within the workplace.

Analysis of Information Gathered

The purpose of gathering and analysing the information from the sources will be to provide answers to these two key questions which lie at the heart of the Public Sector Equality Duty:

- Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- Does the information indicate that any aspects of current policy and practice have a positive impact on equality?
- This process will enable identification of the Academy's most significant equality challenges and successes
- Equality Objectives will be formulated with reference and regard to this analysis

The effect of Trust policy and practice on students, employees and stakeholders who share a relevant protected characteristic

The information published and provided will be a short, evidenced account of our equality priorities and work, with an indication of key trends and issues. College Town Primary School is conscious of the fact that some information on protected characteristics is extremely sensitive. In the case of sexual orientation and gender re-assignment status the school will use national statistics, research and stakeholder engagement to help us to identify priority equality issues instead.

Policy Development, Implementation and Review: Equality Analysis

When developing, implementing or reviewing any policy, procedure or practice College Town Primary School will consider the following questions in order to analyse the impact on equality:

- Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist?
- If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)
- Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist?
- If so, how can we maximise this potential?

Appendix 2

College Town Primary Equality Objectives 2021-2025

College Town Primary School has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic. It has developed these equality objectives in order to work towards these aims and responsibilities.

Equality objective 1

To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention

Outcomes	Measured by
Pupils to have made good progress from starting points and make progress in line with national expectations	Termly Progress data Book scrutiny, pupil interviews, classroom observations
Pupil Premium pupils are catered for in lessons through teacher focus and targeted lesson intervention.	Termly Pupil Premium report Book scrutiny, pupil interviews, classroom observations

Activity	Member of Staff	Progress
Identify the barriers to learning for all disadvantaged pupils.	SLT Assistant Head of Inclusion Teaching Staff	Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations.
Share disadvantaged pupil data with all staff that work with individuals	SLT Teaching Staff	Termly SLT meeting to share pupil data, highlight specific pupils, and discuss appropriate intervention.
Ensure appropriate provision is in place to address barriers to learning for every identified pupil	Assistant Head of Inclusion Teaching Staff	Provision, IEPs and PSPs are fluid and change to meet the needs of pupils. Updated termly and evaluated (in line with SEND code of practice)
Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs.	Assistant Head of Inclusion	Provision adapted due to the advice of other professionals and the needs of the children.
Ensure pupil premium funding	SLT	Pupil Premium Action Plan targets

is deployed effectively to raise pupil's outcomes	Bursar	reviewed termly to ensure that targets are being met
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Equality objective 2

To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.

Outcomes	Measured by
Pupils with SEND make good or better progress from their starting points.	SEND Termly Progress data Book scrutiny, pupil interviews, classroom observations
Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets.	IEPs/PSPs written and reviewed termly. Book scrutiny, pupil interviews, classroom observations

Activity	Member of Staff	Progress
Ensure appropriate provision is in place for all pupils with SEND.	Assistant Head of Inclusion Teaching Staff SEND Teaching Assistants	Data shows pupils with SEND are making good progress from their starting points. IEP/PSP reviews ½ termly and lesson observation/planning scrutinies.
Work with external agencies to ensure pupils' individual needs are met.	Assistant Head of Inclusion	Links with external agencies are strong and additional support is in place where needed.
Ensure SEND funding is used to support pupils with SEND	Assistant Head of Inclusion SLT	SEND funding is used to support pupils identified as having SEND and pupils' needs are met Equality objective

Equality objective 3

Ensure that emotional wellbeing of our children and staff is an intrinsic part of the education offered at College Town, ensuring all achieve across the curriculum.

Outcomes	Measured by
<p>Pupils with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced.</p> <p>These children are effectively catered for in all lessons and at different parts of the day.</p> <p>Children are able to access all aspects of their learning due to a healthier social and emotional mind set.</p>	<p>Data Tracking</p> <p>Classroom/Lesson observations</p> <p>IEPs/PSPs written and reviewed termly.</p> <p>ELSA/Play therapy updates.</p> <p>Reduced behaviour incidents recorded on CPOMS</p> <p>Pupil/Staff voice</p>

Activity	Member of Staff	Progress
Appropriate provision is in place to address children's emotional well-being.	<p>Assistant Head of Inclusion</p> <p>Teaching Staff</p> <p>SEND Teaching Assistants</p>	<p>Barriers to learning are reduced and children report that they are happy children in school and at home.</p> <p>Jigsaw taught effectively.</p> <p>Boxall Profile</p>
<p>Identify children and follow the referral pathway to ensure barriers are quickly addressed to avoid any further difficulties.</p> <p>Range of barriers are identified and dealt with.</p> <ul style="list-style-type: none"> • Loss and bereavement • Self-esteem • Social skills • Emotions • Friendship issues • Relationships • Anger Management • Behaviour • Anxiety • Bullying 	<p>Assistant Head of Inclusion</p> <p>Teaching Staff</p> <p>SEND TAs</p>	<p>Staff and parents have a good understanding of the referral route.</p> <p>ELSA</p> <p>Boxall Profile</p> <p>Monitoring and pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place.</p>
Pupils with barriers to their emotional wellbeing make progress in line with their peers	<p>Assistant Head of Inclusion</p> <p>SLT</p> <p>Teaching Staff</p>	Data shows identified pupils are making at least expected progress and are in line with their peers

Equality Objective 4

Continue to monitor incidents of racist/homophobic language and all forms of bullying

Outcomes	Measured by
Reduction in incidents of bullying against pupils with protected characteristics.	Pupil surveys CPOMS entries
Pupils feel safe in school	Pupil voice surveys

Activity	Member of Staff	Progress
JIGSAW curriculum used to address these issues directly	Assistant Head of Inclusion Teaching Staff	Jigsaw curriculum ensures that pupils have a clear understanding that bullying, racism, transgender and homophobic language is not appropriate and understand how to report and challenge it.
National and International dates celebrated to learn about diversity around the world.	Teaching Staff	Class/Phase assemblies.
Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics	SLT Pastoral Lead Assistant Head of Inclusion Teaching Staff	Monitoring and record keeping ensures that all incidents are recorded and addressed Monitoring shows a continued reduction in the number of incidents. Parent and pupil surveys show that pupils feel safe in school and free from bullying and harassment All incidents are monitored and addressed and the number of incidents reduces over time
Ensure related policies are revised and understood by all stakeholders.	SLT Teaching Staff	Policies are up to date and are monitored and evaluated.