



The Cam Academy Trust EHPS ANTI – SINGLE EQUALITY SCHEME	
Recommended by Compliance Committee	25 August 2020
To be reviewed:	Every two years or as appropriate
Date of next review:	August 2022
Responsible Committee	Compliance Committee
Category – 2	Version 2
Adopted by EHPS LGB	25 TH August 2020

THIS POLICY HAS BEEN REVIEWED TO COINCIDE WITH THE FULL RETURN TO SCHOOL IN SEPTEMBER 2020, FOLLOWING AN EXTENDED PARTIAL LOCKDOWN DURING COVID 19.

ALL TEACHERS AND SUPPORT STAFF ARE CONSCIOUS THAT THE FULL RETURN WILL AFFECT DIFFERENT CHILDREN IN DIFFERENT WAYS, AND SOME CHILDREN WILL FEEL UNSETTLED AND PERHAPS WORSE. IN SUCH INSTANCES THEY WILL BE SUPPORTED WITH UNDERSTANDING AND SYMPATHY.

NOTWITHSTANDING, OUR EXPECTATIONS OF BEHAVIOUR AND ADHERENCE TO THIS STATEMENT WILL BE POSITIVELY REINFORCED, DESPITE THE CHANGES IN WORKING PRACTICES AT THE SCHOOL.

This Scheme consists of 3 sections:

Section 1: Policy Statement

Section 2: Single Equality Scheme Guidance and Procedures

Section 3: Equality Objectives

Section 1: Policy Statement

A Single Equality Scheme provides a holistic approach to reducing inequalities as stipulated under The Equality Act 2010. It describes how, as a school, we plan to go about reducing the inequalities, discrimination and harassment that pupils, staff and other stakeholders may experience. Essentially, the SES is our public commitment of how we aim to meet the duties placed on us by the equality legislation and ultimately how we plan to eliminate discrimination.

The Equality Scheme builds on Everton Heath Primary School's (EHPS) vision to prepare each and every child for a lifetime of learning, within an evolving, diverse world. Underpinned by a strong pastoral structure, a culture of learning is at the centre of our vision.

We aim to deliver a broad, global curriculum with creativity at its heart. Independent thinking will be encouraged; an awareness of ecological issues and healthy lifestyles fostered; confidence and self-esteem nurtured; tolerance and good relationships valued; achievement in all its forms celebrated.



Jointly pupils and staff will be inspired by and contribute to, the development of our learning environment. Motivation, support and challenge will ensure each individual fulfils their potential.

In an increasingly interconnected world, information technology will be integral to teaching and learning, enabling pupils to interact purposefully and effectively within a global community.

The success of our vision will be reflected in a safe and caring learning environment.

Together, the high expectations of governors and staff will deliver well adjusted, confident and happy children ready for the transition to the next stage of their educational journey.

Our school Values sit alongside our school vision and together clearly demonstrate what underpins life at EHPS.

Under the Equality Act 2010, all schools have a duty to ensure that the protected characteristics for school provision as outlined in the Act are given due consideration in all aspects of our work, in relation to all stakeholders and with a view to effectively reducing and removing any inequalities that exist in respect of.

- Disability
- Race
- Religion or belief
- Gender identity and reassignment
- Sexual orientation
- Pregnancy and maternity

EHPS is committed to meeting its **public sector statutory duties**. We recognise that the duties apply to service delivery and employment of and staff management as well as policy development and implementation. As such, we have due regard for the need to:

- Eliminate unfair discrimination, harassment, victimisation and any other conduct that is prohibited by this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The **specific duties** of the Act enable schools to meet obligations under the Public Sector Equality Duty (PSED). At EHPS we will therefore:

- Publish annual quantitative and qualitative information
- Set one or more specific measurable equality objectives every 4 years

Section 2 - Guidance and Procedures

The School's context

(Please refer to Appendix 1 for related data)

From an equality perspective, the characteristics of the school worthy to note are that EHPS is situated in a rural location on the edge of Sandy Bedfordshire, but not in close proximity to schools which are more diverse. The overwhelming majority of our pupils are of White British origin and the village itself has a very small minority of people from other ethnic backgrounds. Although we have established links with other schools within the surrounding area and the local cluster, our pupils have very minimal day to day contact or experience of people from other cultures. As such, in our daily work we aim to promote this as much as possible through assembly themes, the context of our curriculum and through visits to different places of worship, for example, Bedford Faith tour biannually. This links directly to the school's vision statement regarding preparing children for living in a diverse society.

We monitor and record the type and frequency of any racist incidents.

Roles and Responsibilities

The Local Governing Board (LGB) supported by the Headteacher (HT) and staff, is responsible for ensuring the implementation of this scheme.

Governors will:

- Elect an Equality Governor whose role is to monitor the implementation of the action plan
- Provide appropriate role models for all staff and pupils
- Ensure a consistent response to incidents or issues raised by stakeholders

The HT will:

- Have overall responsibility for ensuring the action plan (see Appendix 1) is delivered effectively
- Appoint relevant personnel to be responsible for coordinating work under specific protected characteristics
- Ensure the effective communication of relevant policies to all stakeholders
- Hold staff accountable for effective policy implementation
- Ensure the school carries out its statutory duties
- Will report annually to the GB on progress towards the action plan objectives, the outcome of which will be published in the school website.



All staff will:

- Contribute to consultations and reviews as appropriate
- Implement the policy as it applies to staff and pupils
- Demonstrate appropriate conduct in line with the principles of the SES
- Raise issues with the HT which could contribute to policy review and development

All teaching staff will:

- Provide a broad and balanced curriculum, ensuring it is accessible to all
- Challenge stereotypes and promote diversity
- Have high expectations of all pupils regardless of faith, ethnicity, gender, ability
- Ensure appropriate strategies are in place to meet the needs of all learners
e.g. dyslexia friendly classroom, reasonable adjustments in place

Information/Data gathering

The school collects and analyses attainment data in relation to the following groups:

1. Gender
2. SEN
3. EAL and
4. Ethnicity In order to further ensure equality of opportunity.

We also we monitor participation in extra- curricular activities and residential visits.

Consultation

The school consults with stakeholders in different ways:

- Parent / Carer / Staff / Children's surveys.
- Half termly SEND drop – ins, led by SENDCo
- SEND Support Plan meetings with parents and children
- Consultation regarding provision for pupils who opt out of collective worship on the grounds of religious belief (ongoing discussions followed by formal consultation)



We will continue to consult and engage with stakeholders affected by our decisions in addition to people who have specialist knowledge which can inform the school's approach such as specialist teachers or organisations.

In school evaluation and feedback from selected parents representing pupils from relevant protected characteristics contributed to the objectives set by the school.

Publication

Equality objectives will be shared with parents via the school website.

Monitoring and Review

Like all schools EHPS is expected to review its Equality Objectives every four years unless needed any earlier.

Section3: Equality Objectives

Context

Within the Equality Act 2010, there is an equality duty on all public bodies including schools, the purpose of which is to embed equality considerations into their day to day work; this should facilitate the tackling of discrimination and inequality, thus contributing to a fairer society.

Objective 1:

Protected characteristic: Disability

To facilitate access to the curriculum by ensuring appropriate reasonable adjustments are in place for pupils with a disability.

Success criteria: the reasonable adjustments implemented will clearly demonstrate the positive impact on access to the curriculum, in addition to meeting the specific physical or emotional needs of identified pupils.

Objective2:

Protected characteristic: Race

To ensure appropriate provision is in place to facilitate the development of spoken and written language acquisition for pupils identified as having English as an additional language

Success criteria:

- Pupil current levels of language acquisition are recorded and monitored
- In-house or external bespoke support programmes are implemented
- Language acquisition levels increase and pupils access the curriculum more readily

Objective 3:

Protected characteristic: Religion or Faith

To ensure alternative and appropriate provision is made for pupils from specific religious groups who opt out of acts of collective worship and/or school based religious events

Success criteria:

- The school will, in consultation with parents of identified pupils, ensure there is appropriate alternative provision during acts of collective worship and at specific times in the calendar.

APPENDIX 1 – School Context

August 2020 data

Characteristic of pupils/school	Total	Breakdown %
Number of roll	65	G= 54% B= 46%
Eligibility for Free School Meals	6	9% (Nationally 17.3%)
Pupils on SEN	10	15% (Nationally 14.3%)
Minority ethnic pupils	4	6%
Pupils with EAL	3	5%
Significant Partnerships	3	CAM Trust and Primary Schools therein St Mary’s Church Everton
Religious character		Non-denominational
Characteristics of Staff/Governors		



Number of staff	12	All female
Number of White Other ethnicity	0	
Number of staff with EAL	1	8%
Number of Trust (5) and Parent Governors (2)	7	Male: 70% Female: 30%