

Bell Farm Primary School



Single Equality Scheme

This Scheme is Part 2 of our implementation of the Equality Act (2010). Part 1 is our Equality Policy. Alongside these documents we also publish a Disability Action Plan (this is a separate statutory requirement from the former Disability Equality Scheme)

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion and Belief
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

The General Duty

Public bodies have a 'General Duty' to:

- Eliminate 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

- a) Publish information showing that they have complied with the General Duty annually
- b) Publish evidence of the equality analysis undertaken
- c) Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- d) Set and publish Equality Objectives

The Specific Duties

a) Information showing the School has complied with the General Duty

| Duty | Actions Taken |
|--|---|
| <p>Eliminate conduct that is prohibited by the Act</p> | <ul style="list-style-type: none"> • We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • The school is working towards the Inclusion Quality Mark and focuses on Values led education. • There are few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. • The school has an Equality Policy in place and the current required Equality Schemes and Disability Access Plan. |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and most make progress that is at least in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is good and often outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to. • Our Anti-Bullying and Behaviour Policies are regularly reviewed with pupil and parent engagement. |
| <p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p> | <ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. Our Values led education enables pupils to focus on identifying and developing shared values. There are opportunities in assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of pupil and adult identified charities each year. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media e.g. regular e-newsletters, emails, texts, curriculum meetings, open evenings, social media and our website www.bell-farm.co.uk • As a school we believe in 'Leadership for All'. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community. |

The Specific Duties

b) Evidence of Equality Analysis Undertaken

The table below demonstrates how the school' policies and practices have furthered, or would further the aims of the General Duty. This includes details of the information considered in conducting that analysis.

| Policy / Practice Considered | How the policy / practice was evaluated | Outcome of analysis |
|---|---|---|
| Behaviour and discipline | The policy is regularly reviewed with engagement from pupils and parents through school council, pupil and parent surveys and informal conversations. Rewards and sanctions are monitored for trends and regularly reported to the committee of the Governing body. The school now tracks and analyses behaviour patterns across the school and uses this information as a preventative tool to raise standards. | There are no adverse trends evident in the implementation of this policy in fact any trends are positive. It will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices. |
| Anti-Bullying | Annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and peer mediators. | A Bullying Log is maintained alongside a log of any prejudice related incidents. This has a clear focus on issues pertaining to the Equality Act. |
| Equality | Reviewed regularly by Governors. | Policy will be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered. |
| Curriculum, Religious Education & SRE Policies | These policies are reviewed regularly and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on the Values led education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our Sex and Relationships Education (SRE) policy has been ratified by Governors and is regularly revised. | We reflect the diversity of the Equality Act in our curriculum models. |

| | | |
|--|--|---|
| Teaching and learning | Teaching and learning is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed regularly by staff and Governors. There are regular lesson observations by teachers and peers. | This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations have a regular focus on equality issues. |
| Child protection and safeguarding | A core policy and area of practice, and again closely linked to many others, including Equality. Annually reviewed and monitored by Governors. Constantly updated to reflect changes in legislation and practice. | Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. This has been validated through our external Safeguarding audit. |
| Recruitment and selection | Regularly reviewed by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already part of the school's practice. | Policy links closely to the Equality policy and reflects the new requirements around health related questions in applications etc. |

The Specific Duties

c) Details of Engagement Undertaken

| Individual / Group engaged or consulted with | Nature of the engagement | Outcomes from consultation |
|--|--|---|
| Pupils | Pupils are increasingly involved in the leadership and decision making procedures of the school through the democratically appointed School Council, class discussion, group consultation and individual surveys and questionnaires etc. | Pupils report feeling safe and well-looked after in school. There are very few reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to. |
| Staff | Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. | Staff continue to identify needs for ongoing training and CPD in a range of areas. |
| Governors | Governors regularly review issues pertaining to equality and inclusion at all meetings. | Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. |
| Parents and Friends of Bell Farm | Parents regularly liaise with the school through the Friends of Bell Farm (PTA) events and consultation evenings. There is a small group of parents who are hard to reach. | Most parents recognise and value the inclusive ethos of the school and our commitment to inclusion. |

The Specific Duties

d) Equality Objectives

| Characteristic | Objective | Success criteria | Date for review | Responsibility |
|----------------|--|--|-------------------------------|--------------------------|
| All | Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact. | All policies reviewed and updated in light of the Equalities Act and practices audited. | According to policy timetable | DHT / Chair of Governors |
| Race | Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities. | Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. | April 2018 | DHT / Middle Leaders |
| Gender | To identify trends of attainment based on gender and narrow any gaps identified. | There are no identifiable trends of gaps in attainment for any gender. | Termly | HT |
| Disability | Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding. | Formal and informal lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping. | April 2020 | SENCO |
| All | Interested stakeholders receive requisite training in a range of equalities / diversities issues. | CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality. | July 2020 | DHT |
| All | Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders. | Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g. Braille / community languages etc. | July 2020 | HT / Governors |

Source:

Babcock/Surrey Guidance for Schools 2011 Implementing the Equality Act (2010) and developing the Single Equality Scheme in Surrey Schools

| Status of Scheme (Policy) | Date |
|--|-----------------------------|
| Authored by: Babcock / Leadership team | September 2012 |
| Policy reviewed | June 2016 |
| Agreed by Governors | November 2016 |
| Review | Four yearly (November 2020) |

