

# **Bishop's Waltham Junior School**

## **Single Equality Scheme –Objectives**

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 or Belief
- Gender Reassignment
- Pregnancy or 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**

- Publish information showing that they have complied with the General Duty (for schools by December 2011 and then annually)
- Publish evidence of the equality analysis undertaken (for schools by December 2011 and then annually)
- 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 (for schools by December 2011)
- Set and publish Equality Objectives (for schools by April 2012)

## The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Exemplar of Actions Taken
Equality Objectives	<p>Within the context of the school the overall aims are:</p> <ol style="list-style-type: none"> <li>1 Almost all children whatever their particular needs and situations               <ol style="list-style-type: none"> <li>(a) Feel happy and safe at school</li> <li>(b) make the progress expected of them by the school</li> </ol> </li> <li>2. Almost all children, staff and parents feel that the children's behaviour is good</li> <li>3. Almost all children, staff and parents feel that they are listened to and treated with respect</li> </ol>
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> <li>• We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion, recognising that our children belong to a society and world that is diverse and multi-cultural.</li> <li>• The school focuses on a different value each week which we believe to be relevant to everyone irrespective of their background and beliefs (eg Respect, Perseverance, Kindness, Honesty etc.)</li> <li>• There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</li> <li>• The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</li> </ul>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in our school and they make progress broadly in line with their peers.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment. All groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that they have someone they can talk to.</li> <li>• Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent consultation/involvement.</li> <li>• The Deputy Headteacher produces a detailed termly analysis focused on the achievement of a wide range of vulnerable groups which is shared with the governors via the School Improvement Committee</li> </ul>
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school ethos. Our focus as a school through assemblies on values, 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.</li> <li>• Each year the school supports a range of different charities chosen by the school council. The children learn about the charity and plan fund raising initiatives which are widely supported.</li> </ul>

- We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.
- Our school council, made up of children from Years 3- 6, is democratically appointed

## The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated (Examples shown below)</b>	<b>Outcome of analysis (Examples shown below)</b>
<b>Behaviour</b>	<i>The policy has been reviewed recently (Autumn 2015) with engagement from pupils, parents and governors. Monthly incident reports are analysed by the Headteacher who follows up on any issues/concerns or emerging trends.</i>	<i>There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.</i>
<b>Anti-Bullying</b>	<i>Reviewed and updated in Spring 2016 (in line with how the Behaviour Policy was reviewed) and annually reviewed by SLT &amp; Governors. Pupils have an important role to play in the implementation of this policy. A series of assemblies during each Autumn t e r m focus on what is bullying (agreeing a shared definition as a school) and how we can work together to stop it.</i>	<i>Bullying Log is maintained and analysed regularly. Pupil Conferencing – Pupils reported they felt happy and safe at school and that bullying, whilst rare – is dealt with appropriately.</i>
<b>Equal Opportunities</b>	<i>Reviewed annually by Governors.</i>	<i>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</i>
<b>Curriculum, Religious Education &amp; SRE Policies</b>	<i>These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on values. The RE policy reflects the requirements of the Hampshire Locally Agreed Syllabus for RE. Our SRE policy underwent a comprehensive review in February 2014 which was ratified by Governors and was agreed in consultation with parent.</i>	<i>In reviewing our SRE policy we will need to consider what we intend to cover as a school with regards Civil Partnerships alongside other relationships and family groups.</i>
<b>Teaching and Learning</b>	<i>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</i>	<i>This policy is underpinned by our Aims and Values. Lesson observations should always consider involvement and engagement of all</i>

	<i>access the curriculum through the teaching styles used. There are regular lesson observations by teachers and peers.</i>	<i>pupils.</i>
<b>Safeguarding</b>	<i>A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors and updated to reflect changes in legislation and practice.</i>	<i>Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. Our practices in this area with regards to staff training have been validated by HCC</i>
<b>Recruitment</b>	<i>Reviewed by Governors.</i>	<i>Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications.</i>

### **The Specific Duties – c) Publish Details of Engagement Undertaken**

<b>Individual / Group engaged or consulted with</b>	<b>Outline the nature of the engagement (Examples shown below)</b>	<b>Summarise outcomes from consultation (Examples shown below)</b>
<b>Pupils</b>	<i>Pupils are involved in decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires.</i>	<i>Pupils report feeling safe and well-looked after in school. There are virtually no 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 attentively.</i>
<b>Staff</b>	<i>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. A comprehensive annual survey is conducted by the governors and SMT analysing staff views.</i>	<i>Staff identify needs for ongoing training and CPD in a range of areas.</i>
<b>Governors</b>	<i>Governors regularly review issues pertaining to equality and inclusion.</i>	<i>Governors are fully committed to the vision of establishing and maintaining a fully inclusive school</i>
<b>Parents</b>	<i>Many parents liaise with the school through PTA events and most attend consultation evenings.  The school furnishes parents with a wealth of information via its fortnightly newsletter; the website; texting.</i>	<i>Most/the vast majority of parents are happy with all aspects of the school.</i>

## The Specific Duties – d) Set and Publish Equality Objectives

<b>Characteristic</b>	<b>Objective (Examples shown below)</b>	<b>Success criteria (Examples shown below)</b>	<b>Date for review (Examples shown below)</b>	<b>Responsibility (Examples shown below)</b>
<b>All</b>	<i>Continue to review all policies in line with specified timeframes.</i>	<i>All policies reviewed and updated in light of the Equalities Act and practices audited.</i>	<i>As and when policies are reviewed</i>	<i>HT / Chair of Governors</i>
<b>Race</b>	<i>Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.</i>	<i>Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.</i>	<i>Ongoing</i>	<i>All Staff</i>
<b>Gender</b>	<i>To continue to closely track all children in all year groups ensuring that any gaps between boys and girls are identified and targeted</i>	<i>Achievement for boys and girls is even.</i>	<i>Ongoing – Considerd annually against Raise Online and termly at Phase Data Meetings</i>	<i>HT / L Team and Class Teachers</i>
<b>Disability</b>	<i>Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding.</i>	<i>Occasionally assemblies will focus on the area of disabilities avoiding negative stereotyping.</i>	<i>Ongoing</i>	<i>Teachers</i>
<b>All</b>	<i>Interested stakeholders receive requisite training in a range of equalities / diversities issues.</i>	<i>CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality</i>	<i>As and when deemed necessary</i>	<i>HT</i>
<b>All</b>	<i>Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.</i>	<i>Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc.</i>	<i>As and when necessary</i>	<i>HT / Governors and PA to Head</i>

