

# Model Single Equality Scheme for Schools

Please find attached a Model Single Equality Scheme template for Schools. The Human Resource Service have developed this to support individual Governing Bodies in developing policies related to equality and diversity.

We have attempted to make this document as user-friendly as possible, whilst ensuring the content supports schools in meeting the legislative requirements. There are areas within the document where schools are required to add content, which is relevant and appropriate for their school.

Answers to initial questions you may have are noted below. In addition Schools can find supporting documentation/resources available on the NT schools intranet site. Your school link HR Advisor is available to assist you with work in this area.

## **Why do schools require a Single Equality Scheme?**

There are statutory duties placed on schools in terms of equality legislation, the latest revision being the Equality Act 2010 which harmonises discrimination law and strengthens the law to support progress on equality.

It is anticipated that the public sector Equality Duty will ask schools to have due regard to

- Eliminate unlawful discrimination, harassment and victimization;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups.

## **Why has a model Scheme been developed for schools?**

The model template for schools has been developed to support schools with the actions they must take to eliminate discrimination and harassment for people on ground of race, disability and gender, to sexuality, religion/belief and age. We recognise that all schools will be at different stages of developing their equality schemes, this document can be used as a starting point to promote discussion around the development of your own unique scheme and schools may choose to use as much or as little as they feel necessary to complete their actions.

## **What if we already have separate policies on race, disability and gender? Do we need to re-write them?**

Not necessarily, you may choose to amalgamate your policies into a Single Equality Scheme or you may feel that you need to refresh your existing policies and the action plan in this template may help you to do this.

Schools may also choose to continue to have separate policies on race, disability and gender if they wish.

The Single Equality Scheme does not replace any policy schools have on Special Educational Needs or Accessibility or other related policies.

## **Do we have to have policies on sexual orientation, age and religion/belief?**

Not currently, although further government advice is expected.

Schools may choose whether or not they wish to extend their own scheme to include these additional three equality strands. However, they should be mindful that they retain certain duties to all these groups as an employer and provider of services.

### **How do we use the template to develop our Scheme?**

This is a suggested template for schools, with the option to amend as they wish; there are areas for completion by each school with their own specific information. You may choose to use a format/style that is more in keeping with other publications at your school. You should consider who you are going to involve in developing your scheme and your methods for this examples may include consultation exercises with pupils, parents/carers through staff groups, PHSE or citizenship programmes.

When your draft is completed you should take the document through a full consultative process at your school before having it adopted by the full governing body. You will also need to decide how you are going to promote the completed scheme within your school community.

### **What happens when we have adopted our Single Equality Scheme?**

Legislation requires you to

- review your Scheme every **three** years.
- adopt a **three**-year action plan to show how you intend to meet your equality priorities within this timescale.
- report on an **annual** basis on the outcome of your:
  - monitoring
  - impact assessments
  - action plan progress

While there is no standard defined for the method of reporting we would suggest that this would be managed in line with your usual governing body reporting systems.

### **What are the challenges?**

Going beyond legislative requirements through being proactive and willing to embrace and exceed the principles and objectives of equality legislation.

Communicating and engaging with staff and pupils about diversity with a view to forging a supportive culture in which diversity and inclusion are common place.

Having information/data and using it effectively and appropriately to identify areas of strength, vulnerability and where progress is being made.



# **Benton Dene Primary School**

## **Equality and Diversity Scheme 2015-2018**

**Date adopted by Governing Body:**

**Review Date: September 2018**

# Contents

Single Equality Statement

School Profile

Roles and Responsibilities

Monitoring and Reviewing

Equality & Diversity Policy

Equality & Diversity Action Plan

# Single Equality Scheme Statement

We are committed to achieving equality for all who learn and work in Benton Dene Primary School. We wish to develop a more demonstrably fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well motivated workforce where all colleagues are treated equally and with respect.

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Place the school in a position, which is regarding by every one as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

**Our key equality and diversity objectives are:**

**'Working together to meet individual needs'**

**At Benton Dene Schools we will be**

**Valued**

**Challenged**

**Supported**

**Successful**

**Valued**

**We recognise that every individual is unique**

- We believe that everyone should be valued for their differences and we will promote respect, understanding and sensitivity
- We will foster a sense of self esteem and self worth
- We want everyone to be happy, healthy, confident contributors to their community

**Challenged**

**We believe that high expectations are the key to success**

- We will set and review challenging targets for individuals, groups and the whole school
- We will challenge everyone to 'be the best that they can be'

### Supported

#### **We recognise that a safe, stimulating, happy environment will support learning**

- We will actively support all partners in their contributions to the well being and learning of our school, local and wider community
- We will encourage everyone to make a positive contribution to work, social and leisure activities
- We will support members of our school community as individuals in achieving their personal aspirations and goals

### Successful

#### **We believe that success is important to every individual**

- We will identify and nurture the creativity and communication of individuals through a broad range of experiences and challenges.
- We will recognise, measure and reward success in many ways across a range of personal, academic and social achievements
- We will recognise every achievement however small the step

#### **What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

#### **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

#### **This Scheme applies to our**

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

## Profile of our School

What follows is a description of our school's location, with relevant demographic and socioeconomic contextual data. This data establishes the context within which our specific vision and values operate.

### **A brief description of our school and its community setting**

Benton Dene Primary School is a two form entry Primary School with a 78 place Nursery. It shares a site with Benton Dene School, a special school for over 100 pupils with complex learning difficulties and pupils with ASD. The school opened in June 2010 and provides fully inclusive facilities for all our users; both school communities work closely together in our fully-integrated and purpose built school building.

The school is situated in an urban area of high deprivation on the outskirts of Newcastle. We have an extremely mixed catchment which consists of families from varying backgrounds, situations and incomes. This socio-economically diverse catchment is recognised as a strength of the school.

Most of the pupils live within 1km of the school, although up to 12 pupils with statements of special educational needs are transported to our resourced provision from around North Tyneside.

We have positive links with the local Church which supports the spiritual and moral development of the children. We have an active and supportive PTA which raises funds for the school and also extends home/school links and events. We also have an out of school club provision which provides childcare for 50 weeks of the year for up to 70 pupils.

### **Attainment on entry:**

Is generally below and sometimes well-below average, with language and communication skills being particularly low for some pupils. (Assessments in Foundation Stage).

Attainment at the end of Early Years Foundation Stage (EYFS) varies from cohort to cohort but is generally just above the national average because of improvements in provision.

### **Socio-economic background:**

35% SEN

30% FSM 6 (Free School Meals ever)

Percentage of FSM has decreased in the past 10 years

According to Fischer Trust Index of Social Exclusion we are deemed to be at decile point 7 (where 1 is the most advantaged and 10 is the least advantaged) and percentile 70 (where 100 is the most deprived) 74% of our intake are split between decile points 8, 9 and 10. These factors make our pupil roll extremely diverse.

13% identified as G&T

8.2% pupils from minority ethnic groups (this has increased over the past 5 years)

### **Distinctive aims:**

Our broad aims are summarized in our vision, which was developed in 2010 by all Stakeholders from both schools.

In addition our current aims are: (school development plan)

## **2014-15**

### **MAIN PRIORITY – Achievement & Attainment of Pupils**

- 1. Ensure that pupils' achievement in English is consistently outstanding over time.**
- 2. Increase percentage of pupils achieving on or above their own targets/ age related expectations (increasing value added)**
- 3. Measure and monitor the impact of interventions and outcomes**

### **PRIORITY 2 – Teaching**

- 1. Develop the use of research groups to enhance teaching and learning and create a shared improvement ethos.**
- 2. Review the current Teaching & Learning policy to increase the overall % of good to outstanding lessons.**
- 3. Introduce CPD and PM files for all staff.**
- 4. Secure 100% of good or outstanding teaching**
- 5. Improve communications amongst staff within year groups in order to ensure that appropriate challenge and support is provided across the curriculum.**
- 6. Ensure AfL is embedded and impacting on Teaching & Learning**

### **PRIORITY 3 – Curriculum**

- 1. Subject leaders to support the introduction of the New Curriculum**
- 2. Update key skills to reflect the objectives set out in the New Curriculum**
- 3. Embed international dimensions throughout school community**
- 4. Extend environmental work carried out by whole school**
- 5. Provide opportunities for competitive sports**
- 6. Develop whole school approach to engage in quality singing for enjoyment.**
- 7. Achieve the 'North and South Tyneside MfL Quality Mark'**
- 8. Aim to be accredited with the Primary Science Quality Mark**
- 9. Ensure all policies required are in place**
- 10. Improve ARE within EYFS for English**
- 11. Develop a community resource based on local heritage to extend cultural understanding.**
- 12. Ensure effective use of iPads across school and in the CSB.**

### **PRIORITY 4 – Leadership and Management**

- 1. Support newly appointed AHTs**
- 2. Support newly appointed phase leaders**
- 3. Formalise subject leader expectations through the reviewed T&L policy.**
- 4. Head teacher to attend Ofsted inspection training.**
- 5. Monitoring timetable and learning walks**
- 6. Develop the role of our National support school status and school to school support using the SLE role.**
- 7. Restructure Governing Body to mirror school priorities and increase accountability.**

### **PRIORITY 5 – Behaviour and PSHCE**



1. Introduce pastoral themes throughout the year linked to 'How to Succeed'.
2. Update existing behaviour rewards and sanctions and improve understanding of expectations
3. Provide opportunities around school for pupils to express opinions - pupil voice.

PRIORITY 6 – Inclusion

1. Extend and develop effective communication with Benton Dene School.
2. Develop the range of appropriate pupil inclusion between both schools.

Characteristic	Number	Breakdown
Number of pupils (including Nursery)	<b>470</b>	50.2% boys:49.8% girls
Number of Teaching Staff	<b>26</b>	21 female 5 male No declared disabled staff
Number of Support Staff	<b>43</b>	38 female 5 male No declared disabled staff
Number of Governors	<b>15</b>	9 female 6 male No declared disabled govts.
Religious Character		Christian
Attainment on Entry		Generally below average especially in CLLD
School Stability	<b>86.5 (2014)</b>	Some high inward mobility in certain year groups
Pupils eligible for FSM	<b>30%</b>	
Deprivation Factor (IMD)	<b>0.7</b>	
Proportion of pupils from a minority ethnic background	<b>8.2%</b>	Data from 2014 Raiseonline
Proportion of pupils whose first language not/ believed to be English	<b>2.4%</b>	Data from 2014 Raiseonline
Proportion of pupils who have statements of SEN/AEN	<b>16</b>	
Proportion of pupils identified as A,G & T	<b>49 (13%)</b>	
Average attendance rate	<b>96.9%</b>	Attendance of different groups of pupils is higher than the LA average. School is in top 10%
Significant partnerships, community services, extended provision, special units		Part of a Soft Federation with Benton Dene School, Trust School as part of North Tyneside Learning Trust, part of National SCITT and Langdale SCITT, SSSCo, Communication Support Base, member of SHINE Teaching School Alliance
Awards, accreditations, specialist status		Outstanding School, National School of Creativity, National Leadership Development

	School, National Support School, Basic Skills Award, Maths Hub School, Artsmark Gold, Healthy School, Eco School, School Games Quality Mark International School, Inclusion Quality Mark, Heritage School, MFL Gold Award, Science Quality Mark Silver, Reading Recovery School of the Year 2014
--	---

## North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

Our 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

North Tyneside's population stands at approximately 196,000 people in 85,000 households and is increasing, in contrast to other parts of the Tyne and Wear region. Our population is projected to rise to approximately 225,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Some key statistics about our current population:

- 48% are male, 52% female
- 3.9% are from BME communities (estimated)
- 22% have a long-term limiting illness or disability
- 18% are aged under 16
- 23% are aged over 60
- 5-7% are lesbian, gay or bisexual (estimated)
- 78% are Christian, (0.5% are Muslim, 0.2% each are Sikh and Hindu),
- 14% have no religion
- Since 2001, over 1,000 asylum seekers have been dispersed here
- Gypsies and travellers visit every year

According to the 2001 census, our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come to the borough as asylum seekers and economic migrants (including between 500 – 600 new national insurance registrations of foreign nationals per annum). These include those from Eastern Europe, Iran, Afghanistan, and a number of African countries.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low, however – accounting for just 1% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority

religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

Within the borough 21,000 people live in areas considered to be among the most deprived 10% in England and 62,000 live in areas considered to be among the most deprived 20% in England. Our average score rank in the Index of Deprivation is 102<sup>nd</sup>.

There are some key variations within the borough related to deprivation. For instance, life expectancy in St Mary's, one of our more affluent wards, is higher by 9.6 years for men and 8.6 years for women than in Riverside, one of our most deprived wards.

Average earnings in North Tyneside are £22,027, compared to the national average of £26,020, and 17% of our working age population have no qualifications. The proportion of our working age population who are in employment is 74%. In North Tyneside, 66% of homes are owner occupied, 21% are rented from the council, 5% are rented from a housing authority and 6% are in the private rented sector.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2009 Residents' Survey show that 87% think their area is a place where people from different backgrounds get on well together; and 84% feel that people look out for each other in their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

We currently have no borough-specific data on sexual orientation, but the national organisation 'Stonewall' estimate that 5-7% of the population are lesbian, gay or bisexual.

## **Roles and Responsibilities**

**Governors** are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

**The Leadership Team** of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfill their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

**Parents/Carers** will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

**Staff and pupils** are responsible for

- engaging with the school in eliminating any discrimination

- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

**Visitors** to our school will be expected to respect and follow our equality policy.

## **Monitoring and Reviewing**

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.



# Single Equality & Diversity Policy

# Benton Dene Primary School

## Single Equality & Diversity Policy

This policy should be read in conjunction with the school's Equality and Diversity Scheme and the LA guidance.

### ***Our Vision for Equality***

We are committed to achieving equality for all who learn and work in Benton Dene Primary School. We wish to develop a more demonstrably fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well motivated workforce where all colleagues are treated equally and with respect.

Our **Single Equality & Diversity Scheme** will help us to achieve this vision and give us a framework for action across all equality strands, particularly for the three that have positive duties associated with them: race, disability and gender. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. This scheme demonstrates our commitment to not only comply with the legislation, but also to move towards mainstreaming equality and diversity by bringing together our work into one place, and putting in place a comprehensive equality action plan to ensure our commitments are carried out. This document will also contribute to the school's duty to promote Community Cohesion.

## Legal duties

We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006; The Equality Act 2006 and the Age Discrimination Legislation 2006.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Summaries of our legal obligations are provided in Appendix A.

## Guiding principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by six principles.

**Principle 1: All learners are of equal value. All teaching and support staff who work in school are of equal value.**

We see all learners, potential learners and staff as of equal value:

- whether or not they are disabled

- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.
- whatever their age

## **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

## **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

## **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.
- Whatever their age

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

## **Principle 6: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

## **Action plans**

We recognise that the actions resulting from a policy are what make a difference.

Every 3 years we draw up a Single Equality & Diversity action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above.

Our current action plan is set out in Appendix B.

## **Provision in School**

Opportunities for addressing equality and cohesion exist within:

- Whole school assemblies
- Collective worship & reflection time
- SEALS/PSHCE
- Circle time
- Other curriculum areas, particularly History, Geography, RE and Literacy
- School systems and structures.

As an example of provision, we:

- use opportunities, through assemblies and collective worship, to deal with issues of prejudice eg Give Racism the Red Card, Safe To Learn;
- maximise opportunities to celebrate the richness and diversity of different faiths and cultures through our calendar of Multi-Faith/Multi-Cultural celebrations (eg Hajj, Chinese New Year, Holi, Summer Solstice etc)
- use opportunities through national awareness-raising events to encourage reflection on prejudice (eg Remembrance Day, Holocaust Memorial Day, Anti-bullying week)
- display work from all pupils with achievements in any areas of the curriculum in school.
- ensure the materials and content of lessons, particularly when using media images, cover a wide diversity of different cultures and people
- provide support for children to access the curriculum including specialist teacher support for EAL pupils and quality interventions for pupils with SEN.
- provide opportunities for pupils, parents and staff to have a voice including school council and parents' meetings.

## **Ethos**

We ensure that the principles above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development and well-being



- teaching and learning
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support, both academic and pastoral
- behaviour for learning
- working in partnership with parents, carers and the wider community.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the Anti-Bullying policy on how prejudice-related incidents should be identified, assessed, recorded and addressed.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body has a monitoring role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in school
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff have access to a range of resources to support concepts of equality, diversity and community cohesion.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and evaluation**

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

- In particular we collect, analyse and use data relating to attendance, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender.
- Prejudice related incidents are monitored by the governing body on a termly basis and reported to the Local Authority on an annual basis.
- Pupil perceptions are evaluated through group interviews as part of the school's routine monitoring and evaluation.

This policy will be reviewed annually.

*Date approved by the Governing Body:*

*Member of SLT responsible for co-ordinating this Policy: Jill Forster*

*Members of Governing Body responsible for implementing this Policy: Chris Dixon & Anna Dorward*

---

## **APPENDICES**

Appendix A: Summary of legislative requirements

Appendix B: Current action plan

Appendix C: Summary of relevant data about the composition of the school and about achievement data broken down by disability, ethnicity and gender

## APPENDIX A

*The school should take into account and incorporate the following legal framework when creating an Equality & Diversity policy;*

- *The Race Relations Act 1976 (as amended in 2000)*
- *The Disability Discrimination Act 1995 (as amended in 2005)*
- *The Sex Discrimination Act 1975 (as amended by the Equality Act 2006)*
- *The Equality Act 2006*
- *The Human Rights Act 1998*
- *The Protection from Harassment Act 1997*
- *The Employment Equality (Age) Regulations 2006*
- *The Employment Equality (Religion or Belief) Regulations 2003*
- *The Employment Equality (Sexual Orientation) Regulations 2003*
- *The Rehabilitation of Offenders Act 1974*
- *The Equal Pay Act 1970*
- *The Part Time Workers Regulations 2000*

### **Discrimination**

*The school should recognise that discrimination occurs when someone is treated unfairly or less favourably than another person. There are four ways in which discrimination can occur;*

1. *Direct Discrimination – When someone is treated less favourably than someone else because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity.*
2. *Indirect Discrimination – When a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim.*
3. *Victimisation – This has a very specific meaning in discrimination law. It does not just mean singling some-one out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation.*
4. *Harassment – Conduct which violates a person’s dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident. Harassment can be related to a person’s age, race, sex, disability, religion or sexual orientation.*

*The School should also recognise that unlawful discrimination can occur before, during or after the employment relationship. The school should not tolerate any form of discrimination or harassment from employees, students or the public and should work to improve attitudes and actions.*



## **BENTON DENE PRIMARY SCHOOL**

### **Single Equality Action Plan**

#### **September 2015 – September 2018**

This document details the actions we'll take over the next three years to satisfy the requirements of the disability, race and gender equality duties as referred to in the Single Equality Scheme. The other three strands of diversity (age, religion or belief and sexual orientation) are also recognised within this plan. It is anticipated that The Equality Act 2010 will bring into force new legal duties for employers in relation to the remaining 3 equality strands.

The action plan is structured around four key diversity objectives:

1. Ownership for everyone
2. Open to everyone
3. Opportunities for everyone
4. Work for everyone

<b>Action</b>	<b>Equality</b> (which strand(s) does it impact upon?)	<b>Timescale</b> (when will it be done by?)	<b>Responsibility</b> (who will be responsible for it?)	<b>Progress</b>
1) To consult with a range of stakeholders to gather information on the different groups represented.	<ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender Reassignment</li> <li>• Disability</li> <li>• Sexual Orientation</li> </ul>	Dec 2015	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>	

<p>- Stakeholder questionnaire</p>	<ul style="list-style-type: none"> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy and maternity</li> <li>• Marriage and civil partnership</li> </ul>			
<p>2) To gather further information on the range of disabilities represented within the current cohort of children.</p> <p>- Disability questionnaire - Disability addition to admissions form</p>	<ul style="list-style-type: none"> <li>• Disability</li> </ul>	<p>Feb 2015</p>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>	
<p>3) To raise staff awareness, personal knowledge and skills of the Single Equality &amp; Diversity Scheme and provide any training required in the strands (e.g SEN and disabilities).</p>	<ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender Reassignment</li> <li>• Disability</li> <li>• Sexual Orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy and maternity</li> <li>• Marriage and civil partnership</li> </ul>	<p>2015-2018</p>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• LA support with training as required</li> </ul>	
<p>4) To raise children's awareness of the diversity of Britain and the different groups which make up their local area, wider, UK and global community.</p>	<ul style="list-style-type: none"> <li>• Race, Religion &amp; Beliefs</li> </ul>	<p>2015-2018</p>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• RE/SMSC Staff</li> <li>• All staff</li> </ul>	
<p>5) To ensure that the school curriculum covers and has impact on the strands of the Single Equality Scheme.</p>	<ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender Reassignment</li> <li>• Disability</li> <li>• Sexual Orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy and maternity</li> <li>• Marriage and civil partnership</li> </ul>	<p>2015-2018</p>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SMT</li> <li>• All staff</li> </ul>	
<p>6) To narrow the gap and address any differences (attainment and progress) across the different groups within school.</p>	<ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Disability</li> <li>• Sexual Orientation</li> <li>• Religion or belief</li> <li>• Age</li> </ul>	<p>2015-2018</p>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SMT</li> <li>• All staff</li> </ul>	

7) To raise children's awareness, knowledge and understanding of a range of disabilities.	<ul style="list-style-type: none"> <li>• Disability</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• SENDCO</li> <li>• PSHCE leader</li> <li>• All staff</li> </ul>	
8) To ensure that opportunities are provided in school to ensure equal access to all groups within the community.	<ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender Reassignment</li> <li>• Disability</li> <li>• Sexual Orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy and maternity</li> <li>• Marriage and civil partnership</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Business Manager &amp; Caretaker</li> </ul>	