BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Single Equality Plan

This policy was updated in Summer Term, 2022.
It will be reviewed annually by the FGB in the Summer Term

Vers 20.06.22

Our Single Equality Statement Objectives set for the next three years are:

(1) Raise the achievement of our **Disadvantaged children in maths.**

(2) Raise the achievement of **girls in maths** so that it matches or exceeds that of boys.

(3) Ensure Disadvantaged and EAL cohorts are **secondary ready** by attaining at least the Expected Standard in Reading, Writing and maths.

(4) Have minimal difference in **attendance** between different pupil cohort groups (gender, SEND, Disadvantaged)

(5) Broaden the opportunities to learn about **other faiths and cultures**.

(6) Ensure equality of opportunity in accessing **wider and extra-curricular activities**.

These have been based on the review of relevant information for our pupil cohorts.

Aims

- To create a stimulating and happy learning environment and to uphold a Christian ethos throughout the school.
- To achieve the highest possible standards of academic attainment and personal development for each child.
- To help children play a full part in the community of the school, learning to take responsibilities, respecting and valuing others and caring for those around them.
- To involve the wider community in a full working partnership in the education of the children of the school.
- To encourage all pupils to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

This Single Equality Plan demonstrates the schools commitment to the United Nations Convention on the Rights of the Child (1989) Article 2 (without discrimination) and Article 23 (children with disability).

The Governing Body of Busbridge CE Junior School is pleased to publish its Single Equality Plan. In developing the Plan we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination and come to a better understanding of the challenges still to be addressed. We will ensure that this Single Equality Plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Equality Duty. Promoting the priorities identified within our Single Equality Plan will be a continuous process, involving collaboration with a range of members from our school community.

The Public Sector Equality Duty 2011 has three aims / Specific Duties under the general duty for Schools, as referenced in the Equality Act 2010:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act: Schools must demonstrate an awareness of the requirements of the Act and show evidence of this through the review and update of relevant policies (e.g. behaviour policy, anti-bullying policy, equality policy) expressly noting the importance of avoiding discrimination and other prohibited conduct.

2. Advancing equality of opportunity between people who share protected characteristics and people who do not share it: by removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the particular needs of people who have a particular characteristic; and encouraging people who have a particular characteristic to participate fully in any activities.

3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it: Ensure that the curriculum, school ethos and extra-curricular opportunities promote tolerance and friendship and an understanding of a range of religions or cultures.

To ensure that our school meets the obligations under the Public Sector Equality Duty we are required to comply with the following specific duties:-

• To publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
• Prepare and publish Equality Objectives.

We have considered how well we currently achieve the three main aims/duties with regard to the protected equality groups.

SINGLE EQUALITY PLAN

In compiling this equality information we have:

• Reviewed the schools equality policies and procedures, identifying areas for development.

• Examined how our school engages with the protected groups, identifying where practice could be improved.

Our Single Equality Objectives can be found at the beginning of this policy. These objectives have been identified from a range of evidence available in school, including policies and procedures. In line with legislative requirements, we will review progress against the objectives within our Single Equality Plan annually and publish the entire plan and accompanying action plan on a three year cycle.

The roles and responsibilities related to the plan are included in Appendix B.

Appendix A ~ Single Equality Action Plan & Objectives

Appendix B ~ Roles & Responsibilities

Appendix C ~ Equality Strands and Protected Characteristics

Appendix A ~ Single Equality Action Plan & Objectives

Equality Strands = Race, Disability, Gender, Sexual Orientation, Community Cohesion (CC)

Equality Strand	Objective	Action	Time - scale	Who?	Success Criteria / Outcomes
All	To ensure that the school community is aware of our Equality objectives**.**	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	July 2022	Head	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, planning whole school activities, club selection, etc Parents are aware of the Equality Plan
CC	Obj 1 - Raise the achievement of our **Disadvantaged children in maths.**	A-Half termly monitoring by SLT B-Monitoring by class teachers at end of each Maths unit C-Targeted use of support: e.g. interventions, Catch-Up, 20 Day Targets, QFT, pre-teaching.	ongoing	SLT Class teachers Class teachers	Compared to the start of the year, a higher number of this cohort show 'expected progress' or higher (wrt their KS1 score) at the end of the year.
Gender	Obj 2 - Raise the achievement of **girls in maths** so that it matches or exceeds that of boys.	A-Half termly monitoring by SLT B-Monitoring by class teachers at end of each Maths unit C-Targeted use of support: e.g. interventions, Catch-Up, 20 Day Targets, QFT, pre-teaching.	ongoing	SLT Class teachers Class teachers	Compared to the start of the year, by the end of the year the achievement of the girl cohort has risen against that of the boys.
Race , CC	Obj 3 – Ensure Disadvantaged and EAL cohorts are **Secondary Ready** by attaining	A-Monitor attainment termly of targeted cohorts and groups.	Dec, March, July	Ass. Lead / SLT	A-Trends and patterns have been spotted with actions highlighted.

Equality Strand	Objective	Action	Time - scale	Who?	Success Criteria / Outcomes
	at least the Expected Standard in Reading, Writing and maths.	B-Identify key individuals who need specific support in key areas.	Ongoing	SLT, SENCo, CT	B-Attainment gap narrows, and all children Secondary Ready
All	Obj 4 – Have minimal difference in **attendance** between different pupil cohort groups (gender, SEND, Disadvantaged)	A-provide a curriculum and learning opportunities that engage and enthuse B-provide pastoral support for children showing falling attendance. C-engage with parents of PA/falling absence children. D-ensure CTs are aware of % attendance trending of PA and close-to PA children	Ongoing Ongoing Half termly ongoing	Subject leads / CT ELSA / HSLW / CT HT HT / CT	Attendance of all cohort groups is high (95% plus) and not significantly lower than the school average.
All	Obj 5 – Broaden the opportunities to learn about **other faiths and cultures**.	A-Ensure that the curriculum promotes role models that children positively identify with, which reflects the school's diversity in terms of race, gender, disability and social opportunity. B-Develop global citizenship links C-Introduction of new Diocesan RE curriculum ensures appropriate coverage	Ongoing Dec 22 Sept 23	Subject leads / CT Hist / Geog lead RE Lead	All children can recognize their background, cultural background, faith, race being presented in a positive way in some part of the curriculum. Books in school fully reflect diversity. The schools global links are active and meaningful to the children in the school. The new Diocesan RE curriculum is ready for implementation in BJS from Sept 23

Equality Strand	Objective	Action	Time - scale	Who?	Success Criteria / Outcomes
		of other faiths and cultures. D-Ensure that termly Assembly plan provides opportunities to reflect through considering stories from a range of cultural backgrounds. E-Provide opportunities for children from specific cohorts to share and show pride in their lived world/culture through sharing in class, assembly, displays, etc.	 Termly termly	 Collective Worship lead Collective Worship lead	 The assembly stimuli is drawn from a rainbow of cultural backgrounds, thus supporting the values of the school. Children can take pride in their contributions, and others can value the richness that diversity can bring.
All	Obj 6 – Ensure equality of opportunity in accessing **wider and extra-curricular activities**.	A-Ensure that full opportunities are provided for all, regardless of race, gender, disability and social opportunity. This includes in-school responsibilities. B-Actively promote and encourage participation by key cohorts and focus individuals C-Engage financial support to ensure that all children can fully participate in school life and activities.	Ongoing Ongoing Ongoing	HT / Sport coord / DHT / CT HT / Sport coord / DHT HT / SBM / DHT / PTA	Sport, cultural, artistic and other wider opportunities and school responsibilities are truly open to all. Following termly reviews of participation, opportunities are broadened for all cohorts.

Appendix B ~ Roles & Responsibilities

Governors:

A named governor (tbc) will take the lead; the governors as a whole are responsible for:

• Making sure the school complies with the relevant equality legislation
• Monitoring progress towards the stated equality objectives and reporting annually.

The Headteacher will:-

• Implement the school's stated equality objectives
• Ensure the equality objectives and access plan are written, and that they are readily available to governors, staff, pupils and parents.
• Ensure all staff know their responsibilities and receive training and support in carrying these out
• Take appropriate action in cases of harassment and discrimination, including prejudice related incidents
• Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

All staff within the school will:-

• Promote equality in their work.
• Foster good relations between groups and deal with prejudice related incidents.
• Be aware of and tackle bias and stereotyping.
• Take up training and learning opportunities related to equality.

Visitors and contractors are also responsible for following relevant school policies.

Appendix C ~ Equality Strands and Protected Characteristics

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006), (2010).

Our action plan (Appendix A) outlines the actions Busbridge CE Junior School will take to meet the general duties detailed below.

(i) Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes coverage of race equality;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

(ii) Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his or her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will**:**

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality objectives and actions to meet them;
- Review and revise this Plan every three years.

(iii) Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between male, female and transgender adults and pupils.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will**:**

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality objectives and actions to meet them;
- Review and revise this Scheme every three years.

(iv) Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and the treatment of pupils.

(v) Age (staff only)

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

(vi) Gender Reassignment

The process of transitioning from one sex to another.

(vii) **Marriage and Civil Partnership** (staff only)

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

(viii) Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

(ix) Religion or Belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

(x) Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths and beliefs, and socio-economic backgrounds. The duty came into force on 1 September 2007.

(further information on Protected Characteristics can be found via this link:
Protected characteristics | Equality and Human Rights Commission (equalityhumanrights.com)

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