



# St Jude's C of E Schools Federation



## SINGLE EQUALITY SCHEME

*These schools are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment.*

**This policy should be read with the Equality Policy and Accessibility Plan**

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 – Information Showing the School has complied with the General Duty

Duty	Actions Taken
<b>Eliminate conduct that is prohibited by the Act</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour within the past year (including racist and homophobic have been addressed with pupils by welcoming the police to school to take an assembly. Incidents occur rarely and when they do, 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 Equality Policy in place and the current required Equality Scheme and Accessibility Plan.</li> </ul>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in our school. We aim for them to make progress in line with expectations.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment. Pastoral care is very good and is supported by ELSA. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</li> <li>• Our Anti-Bullying and Behaviour Policies have recently been reviewed.</li> </ul>
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b>	<ul style="list-style-type: none"> <li>• Equality and inclusion are central to our school ethos. Our school values, which were formulated by pupils and staff in 2013, enable pupils to focus on sharing in our school ethos. 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>• We encourage parents to our contribute to our curriculum by sharing their culture and beliefs.</li> <li>• We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</li> <li>• As a school we believe in democracy and in developing leadership skills for all. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.</li> </ul>

## The Specific Duties – 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.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy has been reviewed with engagement from pupils and parents through school council and parents forum. Rewards and Sanctions are monitored for adverse trends.	Behaviour incidents are recorded in each teacher's yellow behaviour book and any cards that are issued are recorded on Trackit Lights. Trends currently identify that behaviour has improved in certain year groups. This will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	Reviewed with the behaviour policy by SLT and Governors. Peer Mediators have an important role to play in the implementation of this policy in their roles as mentors and playground friends.	As above.
Equality	Reviewed annually by Governors.	Policy was updated 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 annually and reflect our wider aims and values. The RE policy reflects the requirements of the Diocesan Agreed Syllabus for RE (revised summer 2015). Our SRE policy has been ratified by Governors and the content is shared annually with parents.	Beginning to consider how to more widely reflect the diversity of the Equality Act in our curriculum models by involving parents. SRE should consider the implications of Civil Partnerships alongside other relationships and family groups.
Learning and Teaching	We seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by Senior and Middle Leadership and ratified by 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 should have a regular focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equality. Annually reviewed 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.
Recruitment	Reviewed every three years by Governors. It is compliant with the requirements of the Equalities Act.	Policy links closely to the Equality policy and reflects the new requirements around Health Related questions in

		applications etc.
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## The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school, primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.	The annual pupil questionnaire shows that 95% of pupils feel safe and well-looked after in school. Any incidents of inappropriate behaviour are dealt with by following the school's agreed behaviour code. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.
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 identify needs for ongoing training and CPD in a range of areas. The weekly staff meetings include Hot Topics, for example FGM, behaviour, SEND, which gives a forum for views and concerns and addresses questions.
Governors	Governors regularly review behaviour issues and any reports of bullying or racism.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	The vast majority of parents attend consultation evenings and those that don't are called with an update on their child's progress. A small number of parents help on the PTA and many more attend events. An annual questionnaire asks for parent views. Annual questionnaires receive a high response rate.	Parents recognise and value the inclusive ethos of the school. The 2017 questionnaire identified the happy atmosphere within the school.
Gender Identity Research and Education Service / Tavistock and Palmer Hospital	As yet, no child at St Jude's has needed support with a Gender Identity Disorder. Consulted to ensure that policy and effective practice is in place to provide effective support for pupil and parents.	The equality policy includes this area so that staff are aware of practice should the need arise. Guidance on how to manage the attitudes and behaviours of others also provided.

## The Specific Duties – Set and Publish 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.	Summer 2020	HT and Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson plans and assemblies provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	Summer 2020	HT, class teachers
Gender	To continue to monitor the outcomes and progress for boys & girls and address inequality..	Boys and girls have virtually equal attainment and progress across all subjects. attainment continues to rise and meet targets.	Summer 2020	HT, DHTs, SENCo, Governors, Class teachers
Disability	To promote positive understanding of disabilities and the achievements that are possible.	Lesson and curriculum plans identify a number of positive examples of disability with no negative stereotyping. Yr 6 topic of the Paralympics and their values.	Summer 2020	SENCO
Religion and Belief	To facilitate more open expression of faith and diverse belief in the school community.	<p>Invite parents in to share their cultural heritage, foods and dress with their child's class.</p> <p>Display a calendar in the staffroom which outlines the major religious festivals.</p> <p>Actively celebrate a diversity of faith / belief events and holidays, whilst continuing to share the Christian ethos of our school.</p>	Autumn 2020	DHT