



# Single Equality Scheme



# Broadacre Primary School

At Broadacre Primary School we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships which show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this.

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We are committed to ensuring the participation of all our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.

Note: - The Schools' Single Equality Scheme should be read in conjunction with HET's Single Equality Scheme (SES) and Equality Objectives.

## **Introduction**

All schools have a duty to comply with a large and complex suite of equality legislation. This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular, the Equality Act 2010, which provides a single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic\* and those who do not. In particular, to the need to:
  - a. remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
  - b. takes steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
  - c. encourages persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to:
  - a. tackle prejudice, and
  - b. promote understanding

(\*Protected characteristics are explained in more detail in Appendix A.)

Broadacre Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

This Single Equality Scheme was developed collaboratively and is the result of Broadacre Primary School working with pupils, staff, parents and carers, and school governors. A number of consultations, discussions, both formal and informal, were held with a variety of our stakeholders.

This scheme is intended to cover all pupils, staff and parents with particular reference to the nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

### **School Context**

Our relentless commitment to inclusion and securing equality of access for all is underpinned by our understanding of the context in which we work and the range of vulnerable children and families.

Broadacre Primary School currently has 6445 children on roll from 3 to 11 years.

14% of our children are identified as having SEND and these are becoming increasingly complex.

Broadacre Primary School has 25% of children entitled to free school meals.

School data shows that a substantial proportion of children enter our school with skills and knowledge below those typical for their age. Speech and language delay is a particular concern.

Attendance is in line with the national average.

Exclusions remain a last resort in our school. There have been no permanent exclusions in the past 15 years and fixed term exclusions are very low.

### **Roles and Responsibilities for Implementing the Single Equality Scheme** The

Headteacher/Principal will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively and is embedded into the culture of the school
- review the scheme every 4 years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy
- ensure that SLT are kept up to date with any development / action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

The Local Governing Body will:

- support the Principal in implementing any actions necessary
- inform and consult about the parents about the scheme
- evaluate and review this scheme every four years

The Parent / Carers will:

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

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme
- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of

### Single Equality Objectives: September 2020

In the next four years we will:

Objectives	Success Criteria (outcomes)	Actions (processes)	Resources (inputs)
Review and update Accessibility Plan.	Accessibility Plan updated in line with guidance or earlier in response to need – revise again in February 2022 when the new school is built and occupied.	Review the plan and revise as necessary.  Accessibility will be a feature of all engagement meetings regarding the new build of the school. Floor coverings, paint colours etc have been planned to be safe for all and promote equality.	SLT
Close the gap in achievement between those pupils who attract Pupil Premium and 'others'.	Reduced gap in achievement between 'pupil premium' children and 'others'	See Annual Pupil Premium Report.  Main Priorities for quality first teaching:  Improve attainment in English  Early reading and phonics  Progress in maths	SLT

<p>Develop provision which meets the needs of an increasing number of children with complex needs – particularly in terms of accessing the curriculum</p>	<p>Identified children access provision adapted to their need</p>	<p>Children identified. IEP and EHCP reviews to occur twice each year and include discussions with pupils, parents and staff. Provision adapted to meet their needs. SEN annual action plan. Provide adapted curriculum and subject plans to enable all pupils access to all subjects. Allocate subject budgets to purchase suitable resources.</p>	<p>SLT &amp; SENCo</p>
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Our Single Equalities Scheme will be published on our school website

