



# OWLSMOOR PRIMARY

## SINGLE EQUALITY PLAN

<b>Status of Policy</b>	<b>Date</b>
Statutory	
Reviewed	Annually
Policy written	May 2012
Last reviewed	12 <sup>th</sup> Oct 2021
Review due	12 <sup>th</sup> Oct 2022

# SINGLE EQUALITY PLAN

**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 Owlsmoor Primary 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 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, racial equality policy) expressly noting the importance of avoiding discrimination and other prohibited conduct.
2. **Advancing equality of opportunity between people who share protected characteristics<sup>1</sup> 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.**

Our School has considered how well we currently achieve the three main aims with regard to the protected equality groups.

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<sup>1</sup> See Appendix C for protected characteristics

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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 Equality Objectives can be found in our Single Equality Plan at Appendix A. 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 four year cycle.

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

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## EQUALITY PLAN OBJECTIVES – SEPTEMBER 2021 TO AUGUST 2022

## APPENDIX A

Equality Aim	Objective	Expected Impact Success Criteria	Procedures/Actions	Timescale	Resources & Training	Responsibility & Accountability
Specific duty	Publish and promote the Equality Plan to staff	<ul style="list-style-type: none"> <li>▪ Increased awareness of Equality duties &amp; responsibilities for staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action Plan created &amp; approved by FGB</li> <li>▪ Action plan shared with all staff through email communication</li> </ul>	Ongoing	None required	Clerk to distribute to staff for confirmation
1	Ensure that relevant policies reflect the requirements of the Equality Duty	<ul style="list-style-type: none"> <li>▪ Evidence that the school shows 'due regard' to the requirements of the Equality Act</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure explicit statements are included within relevant policies to tackle unlawful discrimination, harassment and victimisation</li> </ul>	Ongoing	To be completed following the usual timescale of policy review.	Clerk to Governors to include reference to the requirements in the policies section of the agenda.
2	Analysis of pupil achievement by gender and vulnerability reported to Data committee at least annually	<ul style="list-style-type: none"> <li>▪ Increased awareness of pupil achievement for specific groups.</li> <li>▪ Informed planning to raise levels of achievements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attainment &amp; Achievement Analysis completed by end of Summer Term</li> <li>▪ Notable differences in attainments &amp; achievements identified will result in subsequent actions included within next academic year school improvement plan</li> <li>▪ Senior leaders writing the school improvement plan consider equality issues</li> <li>▪ Analysis reported to Governors by Data Committee</li> </ul>	Reported to FGB by Data committee	None required	Headteacher (analysis may be delegated to other members of staff)
2	Improve recording of group participation in extra-curricular activities & inter-school activities Monitor the participation of pupils in extra-curricular activities, record the data using gender, race, disability & FSM indicators	<ul style="list-style-type: none"> <li>▪ Greater number of pupils with protected characteristics participate in extra-curricular and inter-school activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collect information for each extra-curricular activity termly</li> <li>▪ Establish a baseline for each activity</li> <li>▪ Analyse this information to establish target groups</li> <li>▪ Include information collated within HT report termly</li> </ul>	Ongoing on a termly basis	None required	Headteacher to include data within the termly HT report. (Data collection may be delegated to others)

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Equality Aim	Objective	Expected Impact Success Criteria	Procedures/Actions	Timescale	Resources & Training	Responsibility & Accountability
2	Collate data from more able register to reflect gender, race and disability indicators	<ul style="list-style-type: none"> <li>▪ Ensure that staff are aware of the talents and abilities of all pupils and no discrimination occurs for pupils with protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually update the more able register and include % data for each of the protected characteristics</li> </ul>	Autumn Term annually	None required	Inclusion Manager
2	Monitor peer chosen responsibilities such as school council, house captains, eco council, peer mediators	<ul style="list-style-type: none"> <li>▪ Greater representation from pupils with protected characteristics amongst these roles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually record information on the characteristics of pupils chosen by peers for each of these roles within the school</li> <li>▪ Use this information to consider the need to target specific groups.</li> </ul>	Autumn Term annually	None required	Headteacher to present single report to FGB in Autumn Term annually
2	Continue to develop access to the school environment and curriculum for pupils with disabilities	<ul style="list-style-type: none"> <li>▪ Reasonable adjustments made to the curriculum and/or environment which supports the positive development and achievement of pupils with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review the access plan at least every three years</li> <li>▪ Ensure that modifications required for pupils/staff with disability needs have been completed</li> </ul>	As and when required	Further advice sought from Sensory consortium for visual and hearing modifications	Inclusion Manager
3	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity and the world diversity in terms of race, religion and belief, gender and disability	<ul style="list-style-type: none"> <li>▪ Increased awareness of the wider world and the participation &amp; confidence of pupils in the school</li> <li>▪ Increased awareness of their role in society</li> <li>▪ Raise pupils' perception of equality for all</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased focus on promoting the United Nations Convention on the Rights of the Child (UNCRC) through RRS. Level 1 achieved summer 2016.</li> </ul>	Ongoing with focused work throughout 2021 and 2022	More training on implementing RRS within the school may be required.	Teacher with responsibility for implementing RRS (Currently Emma Grant)

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## APPENDIX B

### **ROLES & RESPONSIBILITIES**

#### **Governors:**

A named governor 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 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.**

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## APPENDIX C

### **PROTECTED CHARACTERISTICS & DEFINITIONS**

#### **Age**

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds)

#### **Disability**

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

#### **Gender reassignment**

The process of transitioning from one gender to another.  
Further guidance [www.gires.org.uk/mglossary.php](http://www.gires.org.uk/mglossary.php)

#### **Marriage and civil partnership**

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationship legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

#### **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.

#### **Race**

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

#### **Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it, to be included in the definition.

#### **Sex (Gender)**

A male or a female

#### **Sexual Orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.