

BANSTEAD COMMUNITY JUNIOR SCHOOL

Single Equality Scheme

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
- Marital and Civil Partnership status
- 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) (Direct, indirect discrimination, violence, and disability discrimination)
- 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

- Annually publish information showing that they have complied with the General Duty
- Annually publish evidence of the equality analysis undertaken
- 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
- Set and publish Equality Objectives (every 3 years)

The Specific Duties – Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<p>The school's vision statement has been revised after a review by a variety of stakeholders. The importance of equality and inclusion are clearly stated and the statement available to all in a prominent position on the school's website and in the school.</p> <p>The school has worked hard to increase involvement in the local community by visiting a care home, supporting local charities and supporting Age Concern. This is now a regular arrangement.</p> <p>There have been only minor and infrequent incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic). When these occur they are dealt with immediately and the outcome is reviewed by the Governing Body. Staff are clear about the value of diversity and the need to promote equal opportunities. The school has further developed a system to manage incidents of poor behaviour and bullying, if/when it occurs.</p> <p>The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan. All policies and practices are reviewed to ensure they are not indirectly discriminatory.</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have particular needs are very well supported in our school and their progress is, at least, in line with expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support for the pupils is outstanding. Groups and individuals are tracked where relevant and teachers and support staff are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <p>Reasonable adjustments are made for those pupils who require them.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.</p>
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<p>Equality and Inclusion are central to our school ethos. There are opportunities in assemblies and in <i>Life Skills</i>, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</p> <p>Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. The use of the weekly Year Group emails is an example of this.</p> <p>Our School Captains and School Council are democratically appointed and regularly consulted on a wide range of issues. The council members are a diverse group and representative of the school community in terms of race, gender, religion and Special Educational Needs.</p>

The Specific Duties

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy has been reviewed during 2023 with engagement from pupils, staff and governors.	The school has introduced a new form to record in more detail behaviour incidents. This has proved helpful in identifying and resolving problems in general and in relation to protected characteristics. Its impact will continue to be reviewed half termly by the Governors sub-committee.
Anti-Bullying	This policy was reviewed during 2023 and forms the basis of consultation with pupils via the School Council and parents via the Parents Liaison Committee.	The school has introduced a new document to record in more detail of bullying incidents. The school's Life Skills policy has recently been reviewed which focusses on inclusion and the celebration of diversity.
Equal Opportunities	The Equality policy was reviewed by governors in 2023.	The Policy is to be reviewed to produce one overarching policy to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & SRE Policies	The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our RSE policy has been ratified by Governors.	There is a need to ensure that all people are represented in our curriculum. Relationships and Sex Education may need to consider the implications of Civil Partnerships alongside other relationships and family groups and wider consultation with families will help with this.
Teaching and Learning	This policy was reviewed in the light of the new Equality Act 2010.	This is an evolving policy, underpinned by our vision statement. Lesson observations will have a regular focus on equality issues.
Safeguarding	This policy is reviewed annually by governors and updated to reflect the latest legislation and practice.	Continue to ensure that all staff have access to quality safeguarding training and that this reflects issues pertaining to equality.
Recruitment	Governors approved this policy in 2023 which incorporates the new requirements of the Equalities Act.	Policy will link closely to the Equal Opportunities policy and reflect the new requirements regarding Health Related questions in applications. (S.60 Equality Act 2010).
Disability	The school surveys all stakeholders at least annually.	There are few adverse comments. The school will continue to monitor need and adapt policy and practice as necessary.

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. This is primarily through the democratically appointed School Captains and School Council and also through class and group consultation, annual questionnaires and surveys.	Pupils report feeling safe and well-looked after in school. There are virtually no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. 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 meeting have had a focus on safeguarding and inclusive practice.	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link Governor for Equality and Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Parents liaise with the school through PTA events and parent questionnaires. These questionnaires have a reasonable response rate. Parent questionnaires are used to consult on a variety of school initiatives and for parents to put forward their ideas and questions regarding the school (e.g. Relationships and Sex Education Policy).	We will seek to strengthen the inclusive ethos of the school and our commitment to Quality Communications with all parents.