



**Single Equalities Scheme
2022 – 2026**

Equality and Diversity Statement

At Sketchley Hill Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers, governors and all visitors to our school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sketchley Hill Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Monitor and Review

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. The scheme will be published on the school website and will be available in printed form from the school office when requested.

Legal Duties

Sketchley Hill Primary School is committed to ensuring the requirements of the **Equality Act 2010** are followed in order to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

All groups below are covered within the Equality Act 2010 and some of the groups are also covered within the additional following named acts:

- Age (for employees only);
- Gender (including issues of transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief (includes lack of belief); and
- Marriage and Civil Partnership (for employees).

Disability Equality Duty (2005)

- Disability.

Race Relations (Amendment) Act (2000)

- Race (includes ethnic or national origins, colour or nationality).

Equality Act (Sexual Orientation) Regulations (2007)

- Sexual identity.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions;
We will not publish any information that can specifically identify any child or employee of the school; and
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer, and the Single Sector Public Equality Duty which came into effect in April 2011.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity;
- Foster positive attitudes and relationships, and a shared sense of belonging;
- Observe good equalities practice, including staff recruitment, retention and development;
- Aim to reduce and remove existing inequalities and barriers;
- Consult and involve widely; and
- Strive to ensure that society will benefit.

Into Practice

In practice, this means assessing the implications for people with particular protected characteristics when making decision; considering equality implications when developing policy and taking action; and integrating the public sector equality duty into the carrying out of our functions.

In doing this, we keep each curriculum subject and teaching strategy under review to ensure that teaching and learning reflect the guiding principles set out above. We also seek to evidence the application of these principles in:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and other agencies; and
- partnership working with the wider community.

Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Equality Objectives 2022 – 2024

1. Strive to achieve Equality of Opportunity for all, adults and pupils, regardless of protected characteristics;
2. Educate all about discrimination and prejudice and promote a harmonious environment;
3. Strive for all pupils, regardless of protected characteristics or the absence thereof, to achieve the highest possible standards in their learning and make good or better progress;
4. Ensure that the governing body of the school reflects the wider community; and
Identify barriers to learning and participation and provide opportunity to meet a diversity of needs.

The actions detailed below result from the self-evaluation of equalities provision found at the end of this document.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head Teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>

School Community	Responsibility
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Leicestershire County Council's Website: <https://www.leicestershire.gov.uk/about-the-council/equality-and-diversity>
All of our school policies are interlinked and should be read and informed by all other policies.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on the school's website.

Action	Success Criteria	Personnel Involved	Time	Resources	Cost	Monitoring and review
Increase participation of SEND pupils in wider school activities.	A greater proportion of children with SEND adopt positions of responsibility.	DM/LL	2022 onwards	Time to monitor participation		Termly review of SEND children through Pupil Passports.
Promote awareness of disabilities through national awareness days	Pupils across the whole school demonstrate a deeper understanding of disabilities.	LL/JC/JT	2022 onwards	-		Assemblies are timetabled at the beginning of the academic year. Grand Plan inclusion
Ensure multicultural festival assemblies (Vaisakhi, Eid, Diwali, Easter and Chinese new year, Black History Month) are timetabled celebrated.	Multicultural festival assemblies are celebrated by all children	Whole school /LL	2022 onwards	-		Assemblies are timetabled at the beginning of the academic year and allocated to a year group/phase.
Ensure the Sketchley Hill curriculum reflects the cultural and ethnic backgrounds of all of its pupils. Ensure that displays in classrooms corridors promote diversity in terms of race, gender and ethnicity.	Non-English speaking families have access to alternative tools to receive school communication.	Subject Leads/LL	2022 onwards	Time to develop technology with appropriate providers		Feedback from parental questionnaires. Committee reports to governors.
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability on a termly basis	SLT Governing Body	2022 onwards	Time during SLT meetings to be scheduled	-	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
Embed a Mastery Curriculum which caters for our most able pupils across a range of subjects.	Most able children continue to make expected or above progress between each key stage.	Subject Leads/LL	2022 onwards	Time to carry out training and review progress	Cover costs to attend training	English and Maths subject lead's report to P&S Committee.

<p>Identify the barriers to learning for all disadvantaged pupils.</p> <p>Ensure appropriate provision is in place to address barriers to learning for every identified pupil</p>	<p>Achievement data of disadvantaged pupils analysed on a termly basis</p>	<p>SLT Governing Body</p>	<p>2022 onwards</p>	<p>Time during SLT meetings to be scheduled</p>	<p>-</p>	<p>Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups</p>
<p>Ensure that emotional wellbeing of our children and staff is an intrinsic part of the education offered at Sketchley Hill, ensuring all achieve across the curriculum.</p>	<p>Pupils with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced.</p> <p>Children are effectively catered for in all lessons and at different parts of the day.</p> <p>Children are able to access all aspects of their learning due to a healthier social and emotional mind set.</p>	<p>LL SLT</p>	<p>2022 onwards</p>	<p>Time during SLT meetings to be scheduled</p> <p>Pupil and Staff surveys to be shared</p>	<p>-</p>	<p>Data Tracking Lesson</p> <p>Observations</p> <p>ELSA progress data</p> <p>Reduced behaviour incidents recorded on CPOMS</p> <p>Pupil/Staff voice</p>