



# THE ARUN VILLAGES FEDERATION

*Enabling every child to thrive and succeed*

## **Single Equality Scheme**

**Approved February 2021**

**For review February 2022**

### **Introduction**

This policy sets out our federation's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation and any other appropriate protected characteristics, and the federation's statutory duty to produce a Single Equality Scheme from April 2011.

### **Equality – Aims and Values**

Arun Villages Federation is committed to equal opportunities and aims to be a federation where everyone:

- Is respected and respects others
- Takes part in the life of the federation
- Achieves to their potential
- Develops skills essential to life
- Exercises choice

The federation aims to provide equality and excellence for all in order to promote the highest possible standards.

### **The Federation's Approach to Promoting Equality**

The overall objective of the federation's Equality policy is to provide a framework for the federation-to pursue its equality duties to: -

- Eliminate unlawful discrimination and harassment;
- Promote equality of opportunity; and
- Promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the federation seeks to ensure that no pupils, staff, parents, guardians, carers or any other person through their contact with the federation receives less favourable treatment on any grounds which cannot be shown to be justified. This must include the protected characteristics identified within the Equality Act (2010), which are: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The principles of this policy apply to all members of the extended federation community, pupils, staff, governors, parents and community members.

For additional information relating to DDA under the Equality Act 2010, please see:

- Federation Accessibility Plan
- Special Educational Needs Policy

## **A Cohesive Community**

In order to achieve a cohesive community, we seek to:

- Promote understanding and engagement between communities
- Encourage all children and families to see themselves as full and active members of the federation community, the wider community, the community of the uk and the global community.
- Understand and respond to the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure learning, teaching and the curriculum explores and addresses issues of diversity

## **Roles and responsibilities**

### **Governors are responsible for:**

- Making sure the federation complies with current equality legislation
- Making sure this policy and its procedures are followed
- Reviewing and updating the policy and plan as agreed

### **The headteacher is responsible for:**

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it and are familiar with it.
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

**All federation staff are responsible for:**

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination and taking training and learning opportunities

**Pupils are responsible for:**

- Living by the federation values and behaviour and anti-bullying policies;
- Contributing to the Behaviour and Anti-Bullying Policies through pupil voice;

**Parents/Carers are responsible for:**

- Reading and contributing to federation policies and supporting their implementation

Responsibility for overseeing equality practices in the federation lies with head teacher and the Chair of Governors.

**Responsibilities include:**

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. Children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

**Monitoring, Reviewing and Assessing Impact**

The federation's Equality Policy is supported by our Single Equality Scheme. The Plan has been agreed by our Governing Board. We will review progress against the objectives in our Equality Plan annually, and we will review and update the entire plan and policy on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by protected characteristics, to ensure that all groups of pupils are making the best possible progress and taking appropriate action to address any gaps.

The principles of equality are applied to all other federation policies.

In order to meet the statutory requirements to publish an Equality Scheme, we will:

- Publish our plan on the federation website;
- Raise awareness of the plan through the federation newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## **Monitoring and Review**

The scheme will be reviewed on an annual basis.

## **The Scheme**

The Single Equality Scheme requires federations to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We will consider some characteristics as relevant in our role as employers, but not in relation 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
- 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



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

Duty	Actions Taken
<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<p>We have reviewed our federation profile underlining the need for equality and inclusion in a federation that is relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic). Those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. The federation has an Equality Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>Pupils who have additional needs are well supported in our federation and they make progress in line with than expectations. There are established and effective monitoring systems in place to track pupil attainment. Groups and individuals are tracked where appropriate. Teachers intervene to prevent incidents of poor behaviour or bullying, and incidents are logged and followed up. The vast majority of pupils report that they feel safe in school, and that their views are listened too. Our Anti-Bullying and Behaviour Policies are always reviewed with pupil and parental engagement.</p>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b></p>	<p>Equality and Inclusion are central to our federation ethos. The federation is developing a set of shared values which will support and further develop an ethos of tolerance and equality. There are opportunities in Assemblies and in RHE, as well as other special days and weeks, to learn about difference and diversity, both in our own community and others including the global dimension. Cross-curricular links provide additional opportunities to explore issues. Pupils participate regularly in events that raise awareness of a range of diversity issues and the federation contributes to a number of charities each year.</p>

	<p>We continually seek to improve communication with all our stakeholders and seeks to provide access to information in a range of media, including the new Google Classroom.</p> <p>The pupil voice is strong in our schools.</p>
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**The Specific Duties – Publish Evidence of Equality Analysis Undertaken**

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis</b>
Behaviour	The policy is reviewed annually. Pupils have been surveyed this year regarding bullying and behaviour. CPOMs is used to gather data on behaviour/bullying incidents so that it can be analysed for trends and patterns. Parents are involved promptly if there are causes for concerns.	There are no adverse trends evident in the implementation of this policy. Significant behaviour issues remain the exception rather than the rule.
Anti-Bullying	All classes played an active role in anti-bullying week culminating in a whole school assembly which may be attended by members of the governing board.	The Head of School is the named anti-bullying coordinator and maintains a log of bullying incidents. Outcomes from parent surveys will inform policy and practice.
Equal Opportunities	Reviewed annually by Governors.	Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education, Collective Worship & RHE Policies	These policies are monitored continually and updated/amended as appropriate. The RE policy reflects the requirements of the Locally Agreed Syllabus for RE and will be updated in September 2021. Our RHE policy will be ratified by Governors and materials are shared with	The collective worship policy identifies how values are at the heart of all assemblies and these include key events and figures from world religions. Links will be made between Christian values and values from other sources, from all religions and none.

	<p>parents. Parents have been consulted on sex education content and their views will inform the new policy and scheme of work.</p> <p>The curriculum is under review and this work will include equality impact assessments.</p>	
Learning and Teaching	<p>Learning and Teaching is central to our work as a federation and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through careful planning and differentiation. The policy is reviewed regularly by staff and approved by Governors. There are regular lesson visits/learning walks by SLT and termly strategic visits by governors.</p>	<p>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations have a regular focus on equality issues.</p>
Safeguarding	<p>A core policy and area of practice, and closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.</p> <p>Safeguarding is on the agenda of every meeting.</p>	<p>An annual audit is carried out by the HT and Chair of Governors and any areas for development highlighted.</p> <p>There are induction procedures in place for new staff and regular visitors in addition to annual updates for all staff.</p>
Recruitment	<p>Our Safer Recruitment policy is reviewed regularly by Governors and updated as appropriate. Measures to ensure compliance with the new requirements of the Equalities Act have been in place for some time, and this is kept under review whenever recruitment takes place.</p>	<p>Policy links closely to the Equal Opportunities policy and reflecting the new requirements regarding application forms and interview questions.</p>

## The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in decision making procedures of the federation through school councils.	The vast majority of pupils report feeling safe and well-looked after in school. There are almost no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupil feedback is listened to and, where possible, their views are acted upon.
Staff	Staff are regularly consulted on a range of issues with through meetings, Inset, briefings etc. We aim to establish a culture of openness and shared accountability so that everyone is able to make a contribution to improving pupil outcomes and well-being.	Staff feedback is taken into account in all aspects of the federation and school life. Staff identify needs for ongoing training and there have been recent CPD for all staff in developing our behaviour policy and identifying ways in which all pupils can feel engaged and part of the school community.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link Governor for Anti-bullying, SEN and for safeguarding.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive federation. They are actively involved in the life of the federation, both strategically and in its daily life. Governors are invited to an annual Inset day in September and other relevant training.
Parents	Parents are regularly invited to contribute to the development of federation/school policy and practice through the newsletter and through questionnaires. Parents of pupils on the SEN register are consulted to enable them to comment on this particular area.	Parents recognise our commitment to inclusion. We respond to feedback from parents and continue to seek ways to strengthen quality communication.
Local community	Strong links have been established with the local churches and villages.	The federation celebrates Christmas and Easter at church, and the clergy are regular visitors, supporting our work through assemblies.

		Schools develop their relationship with their respective villages and participate in village activities where they can. All these things help to strengthen our culture of respect, caring and tolerance.
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### **Equality Objectives for 2020 – 2021**

- **To carry out equality impact assessments on our updated curriculum and all new/updated policies e.g. the Uniform Policy.**
- **To strengthen the role of School Councils and to establish a Federation Council so that children from different schools can work together.**
- **To introduce annual questionnaires for parents of children with SEND so that their views inform policy and help to develop our practice.**

