

Single Equality Duty (Public Sector Equality Duty)

The DfE says that it is no longer a requirement for schools to have an equality action plan, but school leaders might find one useful (October 2013).

The Single Equality Act 2010 places a duty on governing bodies to publish information to show how their school complies with the Equality Duty. Schools must do this by 6th April 2012 and annually thereafter. The DfE issues guidance on 28th September 2011 on how schools should comply with this duty. Briefly:

- The Equality Duty is proportionate and the guidance recognises that 'complying with it will look different for organisations of different sizes and with different levels of resources
- The government is clear that the new duties should not be overly burdensome on schools. Schools will not be required to collect any statistical data which they do not already collect routinely.
- Published data does not necessarily have to be statistical data. Publishing policies and governing body minutes will be sufficient to cover some areas.
- The regulations are not prescriptive about what should be produced.
- The regulations leave it up to schools to determine the most appropriate way to publish the information provided that it is accessible to members of the school community and the public who want to see it.

The aim of establishing objectives (action plan) for the Single Equality Duty is to raise the school's awareness of inequalities and how they will implement objectives to address persistent causes of inequality. To be more specific, John Wycliffe has to demonstrate proactive approaches in identifying, addressing and eliminating discrimination. John Wycliffe must show how we are promoting equality of opportunity and good relations between people from different equality groups. Being inclusive is not an option. The three areas that schools must report on are as follows:

1. **Eliminating discrimination and other conduct that is prohibited by the Act.** A school must show that they are aware of the Act through policies, staff training and meetings.

2. **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.** School policies must show how it removes or minimises disadvantages, look at linking this to ROL data.
3. **Fostering good relations across all characteristics-between people who share a protected characteristic and people who do not share it.** Describe the activities and initiatives that are already carried out by the school.

Equality Act Action Plan October 2014-15

Broad DfE Objective	School level objective	Action	Impact	Success Criteria	Timeline and leader
To promote the Equality Act 2010	To share legislation with the whole school	HT to meet with Governors, teachers, LSAs, Office and Premises team, dining staff	To ensure that everyone is aware of the Act and its importance in securing an equitable future for all individuals in the school building and those linked to the school	All staff is confident and feel supported in addressing the issues of inequality. All staff has a responsibility to secure an equitable approach when managing all individuals at the school.	August 2013-staff training based on Safer Working Practice in Education Settings and Teacher Standards shared.
To promote the Equality Act 2010	Ensure that all SLT are clear about their responsibilities in the recruitment and selection of staff	HT and DHT to attend Safer Recruitment Training	Ensure there is equal opportunity based on the recruitment process	Staff appointed equally and fairly. Recruit the best person for the role.	2014-2015
Eliminating discrimination and other conduct	To reduce incidents of racist behaviour from 2 per term to zero	Diversity Week to endorse 'Different Families' which links to new guidance based on teaching anti bullying,	Children will have an awareness of the range of different families in society and appreciate and celebrate	Children will be able to talk and appreciate different families and show sensitivity to all family types.	Anti- bullying training to teachers Feb 2014 and to staff March 2014

		particularly homophobic bullying.	difference.		
	To reduce incidents of racist behaviour	<ol style="list-style-type: none"> 1. To create a whole school consistent approach to recording bullying incidents and to demonstrate that action has been taken. 2. To establish and train Y6 Peer Mentors to support younger pupils 	The HT and SENCo are able to monitor incidents and ensure that there is effective follow through on all cases. Report a log of incidents in the termly HT Report	Bullying incidents are monitored proactively and shared with teacher, SENCo, HT and parents.	HT and Senco
Broad DfE Objective	School level objective	Action	Impact	Success Criteria	Timeline and leader
<ol style="list-style-type: none"> 1. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it 2. Fostering good relations across all characteristics-between people 	To ensure that there is not any unlawful religious discrimination	<ol style="list-style-type: none"> 1. Ensure that the school observes the legal requirement to deliver one hour of RE per week 2. To establish whole school assemblies delivered by each class that celebrates the key religious festivals eg. 	Children will know that at key points throughout the year, a broad range of religious festivals take place. Children will learn the significance and importance of a diverse community and how other faith groups celebrate.	All children to participate in an assembly that celebrates either their own or another faith through dance, music, song, reading and artefacts.	HT and RE Leader Planned for the academic year 14-15

who share a protected characteristic and people who do not share it		Navrati, Diwali, Hannkah, Christmas, Chinese New Year, Easter, Vaisakhi, Eid-see RE plan **			
Advancing equality of opportunity between people who share a protected characteristic and people who do not share it	Every child has equal opportunity and access to education.	Monitor and analyse performance data across all groups of children; boys, girls, FSM, ethnicity, SEND	Ensure that the school delivers appropriate support to all vulnerable groups	All children make progress and reach their full potential	Termly data analysis, Pupil Progress Meetings
Broad DfE Objective	School level objective	Action	Impact	Success Criteria	Timeline and leader
Advancing equality of opportunity between people who share a protected characteristic and people who do not share it	To ensure that attainment based on gender and poverty is considered in the delivery of additional support and teaching styles	Linking specific DfE funding such as Pupil Premium and 1:1 tuition is allocated equitably eg. PP is driven to those pupils who are on free school meals.	Children on free school meals are able to access extra curriculum activities that they would otherwise miss out on due to financial constraints. Ensuring that the school drives interventions and initiatives based on pupil performance data equitably.	Ensure that take up is higher in the Spring and Summer terms. Continue to allocate 1:1 tuition based on pupil performance data.	Autumn-on-going HT and AHT
Advancing equality	To ensure that small	Observe and	Raise standards and		Autumn term on-

of opportunity between people who share a protected characteristic and people who do not share it	group, one to one support is allocated to children that are on the SEN register. Ensure that individual children's needs are met.	monitor all interventions and children on SEN register to ensure that provision meets their needs.	ensure narrowing the gap in learning through PPM meetings, tracking data.		going-HT/SENCo/CTs
Broad DfE Objective	School level objective	Action	Impact	Success Criteria	Timeline and leader
Fostering good relations across all characteristics- between people who share a protected characteristic and people who do not share it	To develop a whole school culture that embraces a broader community and celebrates difference	<ol style="list-style-type: none"> 1. School Council to lead on charitable events 2. Celebrate weekly Smart awards that celebrate different aptitudes & strengths 3. Community events: Lutterworth Lights, St Mary's Church links, Grandparents and Parent invitations, active PTA. 	A school that embraces a broader community perspective and has awareness of broader issues affecting children, people and communities. To celebrate children's expertise and talents whenever possible to build confidence and self-esteem.	Children that have confidence and high self-esteem as a result of sharing and caring for others	Planned in to the school annual calendar
To deliver Sex, Relationships Education	To deliver SRE in an inclusive way so that it will foster positive relations between pupils and	Update the SRE policy where appropriate and ensure it is inclusive and a	SRE is delivered in line with DfE expectations ensuring it promotes	All children will have access to information about puberty prior to the onset and should	HT/PSHE Leader and Governors

	tackle all types of prejudice	consultative process including teachers, children, parents and <i>Governors</i> .	understanding and respect	learn 'how a baby is conceived and born' before they leave primary school (DfE 2000).	
To update the Code of Practice Sept 2014 to address the new <i>Government</i> arrangements	To formulate a local offer and ensure the community is aware of the school's arrangements to address SEN in the school.	Update SEN policy to reflect changes, inform all stakeholders.	School's policy and actions will be in line with new <i>Government</i> policy	Completed offer and all stakeholder are informed.	HT and SENCo
To make reasonable adjustments to the new National Curriculum so that all pupils can access learning effectively.	Subject leaders and class teachers adapt teaching and learning so that all pupils can access the curriculum	Subject leaders create overviews and generate new planning in line with the New Curriculum 2014.	Subject policies are adapted and address new curriculum over the next year.	All overviews and rolling programme in place.	July 2015
To make practical adjustments to the school to cater for the individual needs of a child with specific needs	Adjustments to school environment	Lower coat pegs, provide booster foot stool and specialist chair	Ensures child can access life at school and learning.	As before	Sept 2014 HT to monitor