



www.swanlandeducationtrust.co.uk

# Single Equality Scheme

<b>Name and Title of Author:</b>	Alison Oxtoby (Head of School)
<b>Name of Responsible Committee:</b>	Dunswell Academy LGB
<b>Trade Union</b>	
<b>Representative Approval:</b>	NA
<b>Implementation Date:</b>	April 2019
<b>Review Date:</b>	Annually
<b>Governor Approval Date:</b>	6 <sup>th</sup> February 2020
<b>Target Audience:</b>	All key stakeholders
<b>Related Documents:</b>	Public Sector Equality Duty, 2011 Policy for Inclusion and Protected Characteristics
<b>References:</b>	<ul style="list-style-type: none"><li>• Department for Education (2011) <i>Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities</i></li><li>• Government Equalities Office (2011) <i>Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations</i></li><li>• European Commission for Human Rights (2011) <i>The Essential Guide to the Public Sector Equality Duty</i></li><li>• European Commission for Human Rights (2011) <i>Equality Information and the equality duty: A guide for public authorities</i> "2<sup>nd</sup> Edition</li></ul>

# Dunswell Academy Single Equality Scheme 2020–2023

## The Context of the School

Dunswell Academy is a small primary school set in the village of Dunswell. The village is situated between the town of Beverley and the city of Hull. The pupils that attend the school reside in Dunswell, the surrounding villages and a significant proportion come from the neighbouring authority of Hull. 95.6% of the pupils in the school are White British. The make-up of the remaining 4.4% are: Indian, White European and white and any other Asian background. 97.9% of pupil's first language is English. 13.2% of pupils have a special educational need, 6.4% have an Educational Health Care Plan (EHCP), 1.04% of pupils have a disability and 14.2% of pupils are eligible for pupil premium funding. There are no pupils whom are currently looked after by a local authority, and 4.2% of children are previously looked after.

### School Vision Statement:

*‘Value, nurture and fulfilment through support, harmony and praise’*

### Statutory Requirements: The Public Sector Equality Duty

In line with the Public Sector Equality Duty the school has due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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

(EHRC, The Essential Guide to the Public Sector Equality Duty, 2011, p9).

The school recognises that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people owing to their protected characteristics

- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

### Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

- Age\*
  - Disability
  - Gender reassignment
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
  - Marriage and Civil Partnership
- \*Age applies to the school as an employer; it is not relevant to the pupils at the school.

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

The school also recognise the vulnerabilities that *can* face pupils who have Special Educational Needs or attract the pupil premium funding (Children Looked After, Adopted from Care, Special Guardianship, children of parents in the armed forces and children in receipt of free school meals).

### Engagement with Key Stakeholders

The views of staff, governors, parents and pupils were established through questionnaires. In addition to this the following information was considered:

**Standards attained and progress made, by different groups of pupils, compared with the standards and progress of all pupils nationally**

- **Standards attained and progress made by different groups of pupils, compared with different groups within the school**
- **Behaviour, bullying and harassment data**
- **Exclusions**
- **Persistent absenteeism, attendance and punctuality data for different groups of pupils**
- **Participation in extra-curricular and extended schools activities**
- **Community engagement**
- **Parental involvement in school life (including attendance at open evenings)**
- **Complaints from pupils and parents with different protected characteristics** □ **OFSTED report and recommendations**

• **This information was then benchmarked against national statistics (where available).**

**Information about the effect of school policy and practice on *employees* who share a relevant protected characteristic was drawn from the following sources**

- **Applications for flexible working and their outcomes for staff with different protected characteristics**
- **Staff appraisal/performance management**
- **Grievances and disciplinary issues for staff with different protected characteristics**
- **Return to work of women on maternity leave**
- **Return to work of disabled employees following sick leave relating to their disability**
- **Informal discussion with members of staff**

## How the information was analysed

The information gathered from the sources above was analysed using two key questions:

- Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- Does the information indicate that any aspects of current policy and practice have a positive impact on equality?

This process enabled us to identify our most significant equality challenges.

The information provided is a short, evidenced account of our equality priorities and work, with an indication of key trends and issues. In summary it shows:

- In reading and writing boys achieved below the national average whilst girls were almost in line. In maths, girls were below average and boys were significantly below national average.
- Disadvantaged children achieved below national expectation in reading, writing and maths. The cohort for number of disadvantaged children was very small (2 children).
- Both girls and boys at the end of KS2 consistently national average expectations. In 2019, results were significantly below national average.
- There has been 2 fixed term exclusions in the last year
- There has been 1 racist incident recorded in the last year
- There has been one reported case of bullying for pupils with protected characteristics
- There have been no complaints from parents of pupils with a protected characteristic
- Attendance is 95.3% for all children. There are 9 persistent absentees (less than 90% attendance). Children who receive Pupil Premium funding have an attendance of 94.4% which is in line with national average and pupils with an EHCP or Statement have an attendance of 92.3%. As these are both below average this will generate an objective for the action plan.
- Of the 5 After School Clubs which are regularly run in school, 53 children attend regularly (some children attend more than 1 club.) 3.4% of the pupils attending have a SEND, 4.4% receive Pupil Premium funding and 2.2% are Minority Ethnic.
- The attendance of pupils with protected characteristics is in line with that of all pupils in the school. No groups are disadvantaged.
- Parents are invited to come in and meet their children's teachers at the beginning of the academic year through a meet and greet session.

□

- Parents' evenings are very well attended with more than 95% of parents from each class attending. When parents are unable to attend at the allocated time, where possible, alternative times and dates are provided.
- All parents are encouraged to come in to work with their child's class during the term.
- Year 2 run several workshops advising parents of requirements and changes in the Year 2 curriculum and assessment programme.
- EYFS/ Y1 run several workshops as above.
- Staff felt that a wider range of visitors that promote diversity and equal opportunities could be invited into the school.
- Dunswell offer a variety of residentials to children from year 4 to year 6. These provide the children with the opportunity to develop their social skills through a variety of activities. In year 4, the children visit Cranedale, in year 5 they attend Robinwood and in year 6 the children have a three-day residential in London.

What the information tells us about the effect of school policy and practice on *employees* who share a relevant protected characteristic

The information provided is a short, evidenced account of our equality priorities and work, with an indication of key trends and issues. In summary it showed:

- All staff who have requested part time hours following maternity leave, have been accommodated to the best of the school's capabilities
- Staff returning from illness have phased returns when requested
- Those staff who requested leave of absence for religious reasons were accommodated.
- Staff are happy with systems for advertising internal posts

### Publishing Information

The published information reflects the three aims of the Equality Duty. The information does not fully detail the employees who have a protected characteristic within the school as there are not a sufficient number to ensure anonymity. The make-up of the pupils within the school is outlined within the school context. To ensure that our equality information and objectives are easily accessible we will:

- Publish our single equality scheme on the school website
- Raise awareness of the Single Equality Scheme through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available in an appropriate format (within a week of request) for visually impaired or EAL users where applicable

**Our equality information will be reviewed on an annual basis.**

**Progress against our current equality objectives will be reviewed on a regular basis (please see action planning) and new equality objectives will be published in 2021.**

### **Responsibilities**

**The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is Caroline Palmer.**

**The head teacher is responsible for:**

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty**
- Making sure that steps are taken to address the school's stated equality objectives**
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them**
- Providing regular information for staff and Governors about progress against stated equality objectives**
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out**
- Taking appropriate action in cases of discrimination, harassment and victimisation**

**All staff are responsible for:**

- Eliminating discrimination and other conduct that is prohibited by the Act**
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

**Visitors and contactors are responsible for following the relevant school policy.**

### **Policy Development, Implementation and Review: Equality Analysis**

**When developing, implementing or reviewing any policy, procedure or practice the following questions will be considered in order to analyse the impact on equality:**

- Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist? If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)**

□

- **Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist? If so, how can we maximise this potential?**

**Equality analysis of existing school policies:**

**As each relevant policy is reviewed it takes into account the Single Equality Duty. See the action plan for the Single Equality Scheme, which is attached.**

### **Accessibility Plan 2019–2021**

**The Accessibility Plan aims to increase accessibility and inclusivity in terms of improving the physical environment, enhancing participation in the curriculum and improving accessible information for disabled pupils and parents.**

**Review of Progress:**

**Developments to the physical building and environment have included:**

- **Ramp access to the main building**
- **All new building work is planned considering improved accessibility**
- **Specific ICT equipment to support individuals**
- **Equipment in the staff room at a low level so accessible to all.**

**Developments to enhance participation in the curriculum include:**

- **Clicker 6 purchased and in use in the classrooms**
- **iPads (one per class)**
- **Whole staff training on Dyslexia and on supporting pupils with Dyslexia in maths**
- **The continued use of Sensory Circuits**
- **The introduction of a lunchtime club to support pupils with social difficulties**
- **Play leaders to encourage all children to join in activities**
- **Use of interventions to support the curriculum**
- **Continue to work effectively with outside agencies for advice and support and equipment for pupils**
- **Developed processes and procedures linked to the New SEN Code of Practice**

**Developments to improve accessibility of information include:**

- **FISH newsletter being linked to the school website**
- **Font on the school website is Dyslexie font to help those with difficulties reading.**
- **Letters sent out via email on a set evening to all parents**
- **School have a texting system**
- **Parents termly ‘Coffee and Chat’ sessions have been established**

- SEND newsletter sent to parents termly

The accessibility plan for 2019–2021 is detailed below:

Area of Development	Objectives	Actions
Developments to the physical building	Any extension to the building is fully accessible for all individuals	All building work to comply with legislation and guidance
Developments to enhance participation in the curriculum	Hudls and iPads are used to enhance access to the curriculum	Purchase tablets and make them available across the school Secure app training for all staff
Developments to improve accessibility of information	Parents have access to ‘jargon free’ useful information relating to SEND Pupils record their views in a meaningful way	Continue to update the Include Me website.

# Dunswell Academy Equality Scheme Action Plan

## 2019–2021

**Equality objective 1**

**To raise the attainment of disadvantaged pupils**

<b>Outcomes</b>	<b>Measured by</b>
<b>Disadvantaged children to achieve a good level of progress (ARE are met)</b>	<b>Attainment data (end of year results)</b>

<b>Activity</b>	<b>Lead Officers</b>	<b>Progress Milestones</b>
<ul style="list-style-type: none"> <li>• TA employed to support Pupil Premium children</li> <li>• Teaching questioned to assess the needs and any barriers to learning of the children in receipt of Pupil Premium funding</li> </ul>	<p><b>All Class Teachers</b></p>	<ul style="list-style-type: none"> <li>• Termly data analysed by SLT</li> <li>• Pupil progress meetings held termly</li> <li>• Staff/pupil needs addressed where required</li> </ul>

**Review of Equality Objective 1**

**Equality objective 2**

Invite a diverse range of visitors into school to promote pupils understanding of different groups of people and equal opportunities

<b>Outcomes</b>	<b>Measured by</b>
Pupils understanding of equal opportunities and diversity is raised.	Discussions with pupils

<b>Activity</b>	<b>Lead Officers</b>	<b>Progress Milestones</b>
<input type="checkbox"/> <b>At least one visitor per term that raises pupil's awareness of diversity</b>	<b>Alison Oxtoby/ all class teachers</b>	<ul style="list-style-type: none"> <li>• <b>One visitor invited in by March 2019</b></li> <li>• <b>Visitor invited in during Summer term</b></li> <li>• <b>Reviewed termly.</b></li> </ul>

**Review of Equality Objective 3**