



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts
and healthy minds.

Single Equality Scheme

Approved by:	Full Governing Body	Date: 16 th January 2023
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1. Aims

Our Federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Federation, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of school

The equality link governor is Ed O'Connor. They will:

- › Meet with the designated member of staff (Emily Douglas- Head of School Wingham) for equality and other relevant staff members, to discuss any issues and how these are being addressed
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- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Report back to the full governing board regarding any issues

The Executive Head/ head of school will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

All Federation staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Federation aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the Federation will:

- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The Federation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting our RICH school values (Respect, Inclusive, Creative and Hardworking) through celebration assemblies and 1:1 recognition
- › Holding assemblies dealing with relevant issues
- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Working with our local community and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council is made up of different age children. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- › We have developed links with people who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

8. Equality objectives

Objective		Why we have chosen this objective:	To achieve this objective we plan to:	Progress measures? How will we know if we have been successful/Impact?	Progress we are making towards this objective:
1	For pupils to understand stereotypes and how they should be challenged	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	Links to be maintained between federation and professionals who are expert in their field - Ms Crowhurst	<ul style="list-style-type: none"> • Staff confidence levels high when teaching and discussing sensitive issues. • Staff are informed of the appropriate way of dealing with incidents • Children have good awareness and can communicate diversity and equality • RICH curriculum that supports children's SEMH • No or few incidents recorded in behaviour incident forms 	2 x federation diversity training Nov 22
2	For pupils to be appropriately challenged and engaged through a diverse and vibrant curriculum	To ensure our curriculum is well considered to ensure good outcomes for identified groups and they see themselves	Review of PSHE curriculum ensuring diversity and inclusion throughout units	<ul style="list-style-type: none"> • RICH curriculum that teaches our children about cultural diversity. • Carefully selected texts and resources support teaching and learning. 	

9. Monitoring arrangements

Emily Douglas will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment