Potters Green School

Nurturing bright futures

Single Equality Scheme

2022-2026

Approved by Governors: 19th October 2022

Review Date: Autumn Term 2026

(Review of Action Plan: Autumn Term each year)

Core Values



Being honest and valuing ourselves, other people and property by showing kindness in the way we treat others.
Managing our feelings by coping and bouncing back after experiencing new challenges or different/difficult situations
Taking personal responsibility for our learning and actions, behaving sensibly and making good choices.

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1. Aims

Our school 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 school, including to staff, pupils and parents

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- 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 headteacher

The headteacher 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 school 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

Potters Green 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

With code of Conduct new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. Supporting this is our Safer Recruitment Policy and our Behaviour, Discipline and Incentives policy aswell as our work to develop the curriculum which is supported by our RSE scheme of work.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to follow Eid)
- 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 school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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6. Fostering good relations

Potters Green school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and within RSE 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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 has representatives from different year groups and is formed of pupils from a range of backgrounds. 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 and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Potters Green 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To ensure that pupils have the best chance of making good or better progress from starting points by raising the overall attendance in school and reducing persistent absence.

Objective 2

To make reasonable adjustments for all staff by removing or minimizing disadvantages suffered to meet their needs better and make sure that any disadvantages they experience are addressed.

Objective 3

To ensure that pupils from disadvantaged backgrounds and SEND have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention and support.

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9. Monitoring arrangements

This document will be updated as necessary each year. The document will be reviewed by Potters Green at least every four years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy and information report
- Behaviour, Discipline and Incentives policy
- Anti-bullying policy
- Staff code of conduct
- Safer recruitment policy
- Whistleblowing policy
- RSE policy
- Health & Safety policy

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11. Appendix A: Potters Green Equality Objectives 2021-2026

Potters Green has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic.

It has developed these equality objectives in order to work towards these aims and responsibilities.

Equality Objective 1	
To ensure that pupils have the best chance of making good or better progress from starting points by raising the overall attendance in school and reducing persistent absence.	
Outcomes	**Measured by**
Pupils to have made good progress from starting points and make progress in line with national expectations. Attendance rate improves across the school with persistent absence reduced significantly.	Termly Progress Data Attendance reports and Data

Activity	**Lead Officers**	**Progress Milestones**
Identify the barriers which are preventing good attendance at school.	Headteacher & Senior Learning Mentor.	The identified barriers become less and children are in school more often.
Update attendance policies and procedures which are consistently followed across the school.	Headteacher & Senior Learning Mentor.	Parents are engaging with the updated policies and procedures as they know what to expect and their role within it.
Work with external agencies to raise attendance of identified pupils eg Early Help, LA attendance officer and health.	Senior Learning Mentor and Learning Mentor	Overall attendance is raised through a supportive multi-agency approach.
Learning mentors being proactive in working with families that need support whilst holding parents to account for low attendance.	Senior Learning Mentor and Learning Mentor	Attendance improves through targeted work by mentors. Number of penalty notices has reduced over time.
Reward good attendance in school and have incentives for children to strive for.	Headteacher & Senior Learning Mentor.	Attendance data shows an improvement across the school and on a class basis.

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Equality Objective 2	
To make reasonable adjustments for all staff by removing or minimizing disadvantages suffered to meet their needs better and make sure that any disadvantages they experience are addressed.	
Outcomes	**Measured by**
Staff who have disabilities/significant medical needs have as much is reasonable equipment and materials to support them with their role within the school. Staff feel confident to self-refer to senior management if they feel that reasonable adjustments could be made to remove some of the disadvantages they face.	Reports from occupational health and access to work which support the working environment for the individual staff member. Referrals to designated external agencies by senior management.

Activity	**Lead Officers**	**Progress Milestones**
Develop a culture in which staff can speak to senior management regarding concerns with the workplace connected to their disability.	He Headteacher/Business Manager	Senior Management are aware if individual disabilities and needs if the member of staff wishes for them to be informed and support.
HR contacted for senior management to support colleagues.	Headteacher/Business Manager/HR360	HR support on an individual basis when needed.
Referrals to Occupational health to see what reasonable adjustments may be possible for the member of staff in the workplace.	Occupational Health purchased through SLA with the LA	Reasonable adjustments are accommodated if school is able to.
Staff contact 'Access to work' who can provide more specialised resources to facilitate the workplace for their identified needs and disabilities.	Individual member of staff supported by Headteacher/Business Manager.	Staff receive more specialist equipment/devices etc to support them with the role in school.

Equality Objective 3	
To ensure that pupils from disadvantaged backgrounds and SEND have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention and support.	
Outcomes	**Measured by**
Pupils, including SEND, to have made good progress from starting points and make good	Termly Progress Data. Pupil Premium Report.

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progress in line with national expectations. Pupil Premium pupils and SEND are effectively catered for in lessons through differentiation, teacher focus and targeted lesson interventions or individual focused targets.	SEND termly report. Book scrutiny, pupil interviews, classroom observation and SEND folders.

Activity	**Lead Officers**	**Progress Milestones**
Identify the barriers to learning for all disadvantaged pupils.	Inclusion Lead Phase leaders	Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations.
Share disadvantaged pupil data with all staff that work with individuals.	Inclusion Lead Phase Leaders	Termly SLT meetings to share pupil data, highlight specific pupils and discuss appropriate intervention.
Ensure appropriate provision is in place to address barriers to learning for every identified pupil.	Inclusion Lead Phase Leaders	Provision maps are fluid and change to meet the needs of pupils. Updated termly and evaluated.
Effective work with external agencies including health to ensure that provision is cantered around the child and families to meet their needs.	Inclusion Lead Senior Learning Mentor & Learning Mentor	Provision adapted due to the advice of other professionals and the needs of the children.
Ensure pupil premium funding is deployed effectively to raise pupil's outcomes.	Inclusion Lead SLT	Pupil Premium Strategy reviewed annually to ensure that milestones are being met.
Ensure appropriate provision is in place for all pupils with SEND.	Inclusion Lead	Data shows pupils with SEND are making good progress from their starting points.
Work with external agencies to ensure pupils' individual needs are met.	Inclusion Lead	Links with external agencies are strong and additional support is in place where needed.

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