



Single Equality Policy

Reviewed: May 2019

To be reviewed May 2022

EQUALITY STATEMENT

Legal Duties

As a school we acknowledge our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against. We also, as a school, promote equality of opportunity for all.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

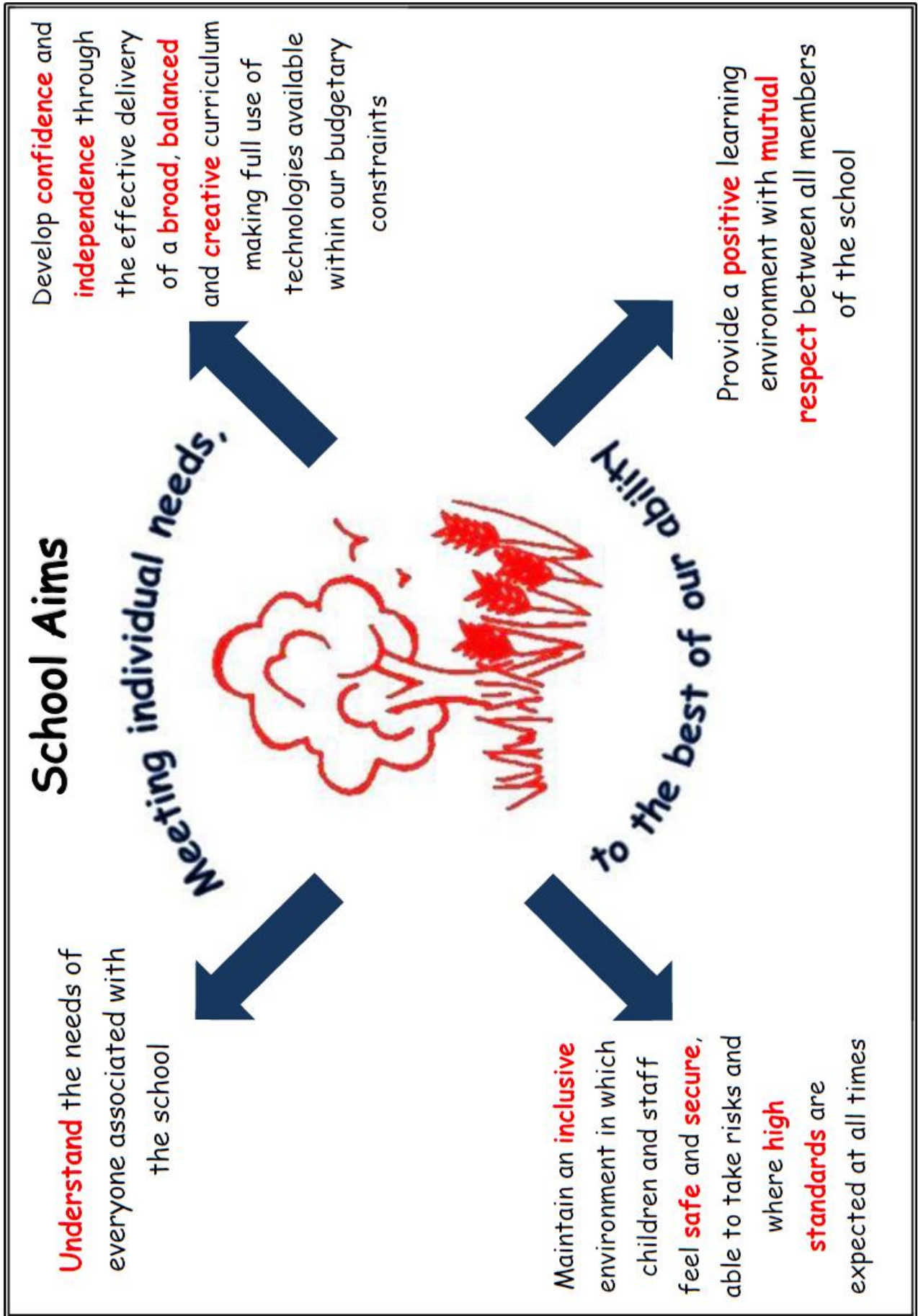
Objectives to be achieved

Over the next 2 years we will be working towards achieving the equality mark. As an inclusive school where our aim is to meet individual needs we make every effort to ensure no one person is discriminated against. In order to ensure we achieve this we will:

- Track, monitor and evaluate the progress of each group, with a particular emphasis on disability
- Consider whether all experiences can be gained by children with disabilities, identify those experiences that are more difficult to gain and work towards making them available
- Commitment to Equality and Diversity
 - Narrowing the Gap
 - Community Cohesion
 - Equality of opportunity and positive action
 - Celebrating diversity

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development



These aims were formulated after discussion with all staff and governors.

Addressing Prejudice Related Incidents

If incidents occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that ensuring Equality for all is the whole school's responsibility:

School Community	Responsibility
Governing Body	Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher and Senior Leadership Team	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Staff	Help in delivering the right outcomes for children. Uphold the commitment made to children and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents. Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Support colleagues within the school community.
Parents, children and the wider community	Take an active role in supporting the school to ensure equality for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website.

Appendix – Equality Award details

SECTION 1
Commitment to Equality and Diversity
1.1: The school's aims, mission, charter or vision statement contain(s) a commitment to equality and community cohesion.
1.2: The school's commitment to equality and community cohesion is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.
1.3. The Governing Body is fully aware of its duties in relation to the statutory

framework on equality, discrimination and community cohesion and has a good understanding of the key issues and debates.
1.4. A nominated Governor(s) works/work in partnership with the SLT to promote equality and community cohesion.
1.5. Equality impact assessments are conducted and equality objectives are drawn up.
1.6 The Governing Body and school leaders ensure that all staff understand their duties to promote equality and community cohesion.
1.7 Members of staff access regular professional development and guidance in race equality issues.
1.8 Members of staff access regular professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)
1.9 Members of staff access continuous professional development and guidance in gender equality issues.
1.10 There is an effective induction programme for new members of staff which covers equality, diversity and community cohesion.
1.11 Other service providers contracted by the school are made aware of the school's commitment and expectations in relation to equality (cover staff, trainees, maintenance workers etc.)
1.12 Racist incidents are dealt with quickly and effectively. They are recorded and reported to SLT and then Governors.
1.13 All forms of bullying are dealt with quickly and effectively. The school's policy mentions different types of bullying such as racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.
1.14 Members of staff access regular professional development and guidance in how to tackle prejudice-related incidents and bullying.
SECTION 2 Narrowing the Gap
2.1 The attainment of different groups of learners (however small) in different subjects is monitored rigorously e.g. Looked After Children, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.
2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. more able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive

impact.
2.4 Attendance data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
2.7 Intensive support is provided for learners who are achieving well below expected standards.
2.8 Study support arrangements are in place for learners who might face challenges with homework.
2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).
SECTION 3 Community Cohesion
3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community in a local, national and global context.
3.2 The school is responsive to changes in the local demography.
3.3 The school offers a range of extended services to the local community.
3.4 The school is developing effective ways of fostering good relationships between different communities and these actions are having a positive impact on community cohesion.
3.5 There are strong and positive relationships between individuals from different backgrounds within the school.
3.6 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
3.7 Learners are encouraged to develop empathy and insight into the lives and experiences of people from backgrounds different to their own.
3.8 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.
3.9 Learners are provided with opportunities to interact meaningfully with learners from other schools and from different backgrounds.
3.10 Learners are provided with opportunities to interact meaningfully with members of the local community.

3.11 The school listens to and conducts meaningful consultation with parents/carers, learners, staff, the local community and other schools.

3.12 Parents/carers are warmly encouraged to involve themselves in the life of the school.

3.13 The school seeks the views of and involves parents/carers who are normally hard to reach.

3.14 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

3.15 The school manages complaints in a sensitive, just and empathic way.

3.16 The school council/forum is democratically elected and has a meaningful role in decision-making.

3.17 Learners are encouraged to develop listening skills, express themselves assertively and respect others' points of view.

3.18 Learners are encouraged and taught how to recognise and challenge prejudice, racism, stereotypes, injustice and inequality.

3.19 Learners know how to protect themselves from unfair treatment.

3.20 The school community supports and is involved in a range of charitable work.

SECTION 4 Equality of opportunity and positive action

4.1 The different needs of male and female learners and staff members are recognised and addressed.

4.2 Reasonable adjustments are made to enable individuals with disabilities to access the physical environment of the school, the curriculum and information.

4.3 Arrangements are made to enable disabled learners to participate in physical activities.

4.4 Assistive technology (AT) and augmentative and alternative communication (AAC) is provided for pupils with additional learning or access needs.

4.5 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.

4.6 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

4.7 The school caters for the dietary requirements of different religious groups.

4.8 Data relating to participation in extended school activities and extra curricular activities is collected and analysed in order to cater for the interests and capabilities of all learners taking account of gender, ethnicity, disability, language and culture.

4.9 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

4.10 Staff recruitment and retention procedures follow good equal opportunities practice.

4.11 Efforts are made to reflect diversity and representation of the local community in the composition of the school staff, governing body and volunteers.

SECTION 5 Celebrating diversity

5.1 The curriculum teaches for diversity, facilitates an understanding of multiple identities and challenges stereotyping.

5.2 Promotional materials contain diverse images and, where applicable, are produced in languages spoken in the local community.

5.3 The school promotes positive attitudes towards multilingualism.

5.4 The school promotes positive attitudes towards disabled people.

5.5 The school promotes positive attitudes towards lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment.

5.6 As a school we celebrate all cultures throughout the year. It is part of our Assembly program.

5.7 The skills and talents of all learners are valued and celebrated.

5.8 Best use is made of the differing skills and talents of staff and governors.

Monitor and Review

This policy will be reviewed at least every three years.

N.B. This policy replaces the previous separate equality policies on Race, Disability and Gender.