

SINGLE EQUALITY POLICY

In our school, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our school operates equality of opportunity in its day to day practice in the following ways:

TEACHING AND LEARNING

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor the achievement data of all of our children
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

EQUAL OPPORTUNITIES FOR STAFF

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

EMPLOYER DUTIES

As an employer we work to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior leadership team support to ensure equality of opportunity for all

EQUALITY AND THE LAW

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. The action plan at the end of this Equality Plan outlines the actions our school will take to meet the general duties detailed below.

RACE EQUALITY

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

DISABILITY

Definition of disability: The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

Legal Duties: The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

GENDER EQUALITY

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years.

SEXUAL ORIENTATION

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires and parents' evening
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS)
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings

ROLES AND RESPONSIBILITIES

The role of Governors is to:

- Set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability. Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher is to:

- Implement the school's Equality Plan and s/he is supported by the governing body in doing so
- Ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The role of all staff: teaching and non-teaching is to:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

TACKLING DISCRIMINATION

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. Such harassment is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/ Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body on a termly basis.

SINGLE EQUALITY ACTION PLAN

Our Governing Body will review our progress against our Equality Plan annually and the entire plan every three years. We make regular assessments of pupils' learning to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Type of group objective	Objective	Measure
Disability	Termly review and development of provision maps, staffing and resources to continuously improve attainment of our vulnerable children, including those on the SEN register To ensure both curriculum and extra-curricular activities are accessible to all children To ensure reasonable access to buildings and grounds for all children	Data is monitored termly. All SEND children to achieve Age Related Expectations in all areas Curriculum is accessible to all of our children Extra-curricular Activities are open to all of our children School as accessible as possible
Sexual Orientation & Gender Assignment	Further develop our pupil voice in the curriculum to ensure it is meeting the needs of all	Curriculum includes more engaging and motivational topics chosen by the children
Ethnicity	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly. All children to achieve Age Related Expectations in all areas
Religion	To have a 3 year cycle in place for assemblies allowing for links with other faiths and PSHEE to be planned.	Monitoring shows appropriate links to assembly themes & religions and PSHEE expectations