

# Single Equity Policy



**Normand Croft** Community School

**An International Family of Learners**

**Adopted By Governors**

Summer 2017

**Next review:**

Summer 2021

## 1. Why we have developed a Single Equality Policy

- a. This policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community.
- b. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimization on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation
- c. The Act requires all schools to comply with the Public Sector Equality Duty and two specific duties.
- d. The Public Sector Equality Duty requires us a school to:
  - i. Eliminate unlawful discrimination, harassment and victimization
  - ii. Advance equality of opportunity between different groups
  - iii. Foster good relations between different groups
- e. The Two "specific duties" requires us to:
  - i. Publish information to show compliance with the Equality Duty
  - ii. Publish Equality Objectives at least every 4 years which are specific and measurable
- f. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- g. Our Equality Policy aims to demonstrate our compliance with the Public Sector Equality Duty.
- h. Our policy is inclusive of our whole school community – children, staff, parents & carers, governors, visitors and partner agencies. It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

## 2. **Our school within the wider context**

- a. The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.
- b. This is reflected in our school where we currently have:
  - i. 215 pupils on roll\*
  - ii. 74% of our pupils have free school meals\*
  - iii. 20.4 %of our pupils with SEN support\*
  - iv. 97.2% of our pupils have an ethnic minority background\*
  - v. 77.2% of pupils' first language is not English\*
  - vi. 65% of children in the 10% most deprived areas nationally (LA annual report)

\*taken from Spring census 2016

## 3. **Overall aims of our Equality Policy**

- a. To eliminate discrimination, harassment and victimisation.
- b. To promote equality of access and opportunity within our school and within our wider community.
- c. To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- d. To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

## 4. **Our approach** - we seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. Our approach to promoting equality is based on the following principles:

- a. **All learners are of equal value.** Whatever their ability, whatever their ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

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<sup>1</sup> <http://www.unicef.org/crc/>

- b. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which children and adults within our school setting may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- c. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- d. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- e. **We observe good equalities practice for our staff.** We strive to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- f. **We have the highest expectations of all our children.** We expect all pupils to make good progress and achieve to their highest potential
- g. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils ensures that these children are more likely to achieve high standards and improve their life chances.

## 5. **Our vision statement about Equality**

- a. We seek to create a safe and happy school where learning and learners thrive. A warm, welcoming and respectful environment where discrimination and inequality are challenged, conflicts are resolved peacefully and respectfully and everyone had the opportunity to work and learn free from harassment and violence.
- b. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning.
- c. We are committed to creating an inclusive mind-set, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

- d. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive international family of learners.

## 6. Our duties

- a. We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. They are also guided by the United Nations Convention on the Rights of the Child.
- b. We will ensure we identify opportunities for promoting our vision across all aspects of school life.
- c. These opportunities are likely to include all or some of the following, dependent on our current priorities:
  - i.* the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
  - ii.* preparation for entry to the school
  - iii.* school policies
  - iv.* breaks and lunchtimes
  - v.* the provision of school meals
  - vi.* interaction with peers
  - vii.* opportunities for assessment
  - viii.* test arrangements
  - ix.* behaviour management approach and sanctions
  - x.* exclusion procedures
  - xi.* school clubs, activities and school trips
  - xii.* the school's arrangements for working with other agencies
  - xiii.* preparation of pupils for the next phase of education
  - xiv.* learning and teaching and the planned curriculum
  - xv.* classroom organisation
  - xvi.* timetabling
  - xvii.* grouping of pupils
  - xviii.* home learning
  - xix.* access to school facilities
  - xx.* activities to enrich the curriculum, for example, a visitor to the school or school visits
  - xxi.* school sports
  - xxii.* employees' and staff welfare

## 7. The roles and responsibilities within our school community

- a. Our **Head Teacher** will:
  - i.* encourage engagement in the development of our approach to equality
  - ii.* oversee the effective implementation of the policy
  - iii.* ensure staff have access to training which helps to implement the policy
  - iv.* monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
  - v.* ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it
  
- b. Our **governing body** will:
  - i.* designate a governor with specific responsibility for the Equality Policy
  - ii.* ensure that the objectives arising from the policy are part of the School Improvement Plan
  - iii.* support the Head Teacher in implementing any actions necessary
  - iv.* engage with parents and partner agencies about the policy
  - v.* evaluate and review the policy annually and the objectives every 4 years
  
- c. Our **Senior Leadership Team** will:
  - i.* have responsibility for supporting other staff in implementing the Equality Policy
  - ii.* provide a lead in the dissemination of information relating to the policy
  - iii.* with the Head Teacher, provide advice/support in dealing with any incidents/issues
  - iv.* assist in implementing reviews of this policy as detailed in the SDP
  
- d. Our **pupils** will:
  - i.* be encouraged to reflect on aspects of the policy, appropriate to age and ability
  - ii.* be expected to act in accordance with the policy
  - iii.* be encouraged to actively support the policy
  
- e. Our **parents/carers** will:
  - i.* have access to the policy through a range of different formats appropriate to their requirements
  - ii.* be encouraged to actively support the policy
  - iii.* be encouraged to attend any relevant meetings and activities related to the policy

*iv.* be informed of any incident related to this policy which could directly affect their child

f. Our **school staff** will:

- i.* be involved in the development of the Equality Policy
- ii.* be fully aware of the policy and how it relates to them
- iii.* understand that this is a whole school issue and support the policy
- iv.* identify any queries or training requirements

g. Relevant **voluntary or community groups** and **partner agencies** will:

- i.* be encouraged to support the policy
- ii.* be encouraged to attend any relevant meetings and activities related to the policy

## 8. **How we developed our Policy - Participation and Involvement**

- a. We have reflected on school procedures and practice in the light of the duties placed upon us and amended those policies and procedures accordingly to take account of all the protected characteristics listed under the Equality Act 2010.
- b. Our pupils, through assemblies and school council, through curriculum events and fund-raising; our staff through meetings and discussions; our school governors through termly and committee meetings; and our parents/carers through engagement, the website and newsletters have all contributed to developing our policy.

## 9. **How we developed our Policy - Using information**

- a. We have used data and other information about our school to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively).
- b. Scrutiny of data and other information helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It also helps to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.
- c. We take a step-by-step approach to equality analysis as set out below:

- i.* **Identifying who is responsible for the equality analysis:** equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support
- ii.* **Establishing relevance to equality:** we ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality.
- iii.* **Analysing our equality information:** equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

## 10. Monitoring and review

- a. Our equality analysis helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. Equality analysis is therefore an ongoing process that does not end once a policy has been agreed or implemented.

## 11. Our Staff

- a. We comply fully with legislation which protects our staff (including teachers, support staff, and volunteers) from discrimination based on the protected characteristics.
- b. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- c. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

- d. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- e. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.
- f. We have disabled access, disabled parking bay, disabled toilets and signing in table. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.
- g. Our staff team undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community.
- h. We have mechanisms in place to identify areas for development.

## **12. Responding to hate or prejudice-based incidents and bullying**

- a. We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.
- b. Through our school' values-based ethos and curriculum, we want our children to understand better the diversity that exists in society.
- c. We record all hate incidents and prejudice-based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

## **13. Implementation, monitoring and reviewing**

- a. The policy will be actively promoted and disseminated through our newsletter and website.
- b. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

- c. We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

#### 14. Equality Objectives

- a. Reflecting on the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

#### Appendix 1.

<b>Equality Objectives 2017-2021</b>					
Progress will be reviewed annually as part of the overall review of school improvement plans.					
Target	Action	Lead	Timescale	Resources	Success Criteria
<b>To continue to raise attainment for boys especially in writing.</b>	Each phase to have specific strategies in place to engage boys with writing.	DH	Evaluation of progress of identified groups part of annual SSED process – Autumn Term	Phase group specific resources, inset time, (nominal £500)	Last year's actions are already having a hugely positive impact. This needs to be built upon.
<b>To track our PP pupils to ensure that resources are used for maximum impact.</b>	Identify all PP pupils. Identify provision that will enable them to make maximum achievement	HT & DH	Annual – Summer term	Pupil premium is to be used for targeted support.	The gaps in attainment between PP and non-PP will be narrower
<b>To ensure that children on the SEND register make accelerated progress so that the gaps in attainment are narrowed.</b>	Clearly audit needs and provision. Target support for individuals and small groups where appropriate.	SENDCO	Evaluation of progress of identified groups part of annual SSED process – Autumn Term	SEN leader, Specific intervention groups led by suitably qualified individuals.	SEN children will make accelerated progress so that the gaps in attainment are narrowed.
<b>To better track specific pupil group data across the school and analyse against national data – FSM, G/B, ethnic groups etc.</b>	Scrutinise term and year end data re specific pupil groups in R, W M Identify individuals or groups for interventions in/out of class	HT & DH	Evaluation of progress of identified groups part of annual SSED process – Autumn Term		We have a clearer picture about specific pupil groups and how we compare nationally Any identified children have appropriate T&L strategies in place and are making expected/accelerated progress

<p><b>Monitor the impact of additional 1-1 / small group interventions on pupils' achievement</b></p>	<p>Monitor impact of intervention groups in/out of class</p> <p>Teacher partnerships accountable in Pupil Progress Meetings for reporting progress</p>	<p>DH &amp; SENDCO</p>	<p>Evaluation of progress of intervention groups reviewed termly as part of Pupil Progress meetings</p>		<p>Increasingly intervention groups are short-term, time-fixed and children move back to quality first teaching</p>
<p><b>To promote and enhance community cohesion by ensuring that all groups are engaged within the school community</b></p>	<p>Organise further educational opportunities / workshops and monitor and address take up by parental groups</p>	<p>SLT/SBM</p>	<p>Ongoing 'Family Space' programme revised termly</p>		<p>Improved parental engagement in pupil learning</p> <p>All groups well represented in parental feedback</p>
<p><b>To promote SMSC through teaching and learning, values-based approach and assemblies, with particular reference to issues of equality and diversity</b></p>	<p>Continue to develop our values-based approach</p>	<p>DH</p>	<p>Behaviour Log reviewed ½ termly by SLT  'Red Folder' reviewed ½ termly by SENCo</p>		<p>SMSC is promoted throughout all aspects of the school's work. Children able to articulate their understanding of issues</p>