

## Single Equality Policy

**Reviewed by Children & Learning Committee: March 2016**

**Date of next review: March 2019**

At Handcross School, every child is special

### Aims for the School

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a direct *impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2016

The policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates to February 2013

### Introduction

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's statutory duties and responsibilities are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating equality objectives, considers the needs of children in our community who may want to or have found it difficult to join our school.

The single equality policy should be considered alongside our other school policies, but specifically Anti-Bullying Policy, Positive Behaviour, Collective Worship and Special Educational Needs & Disability.

The schools Aims reflect our aim to promote equality.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood each of the *protected characteristics* (see Appendix 1), and what they mean in terms of an individual's experience and opportunities; each characteristic is an experience rather than a condition. *For example, a person with a physical impairment may become disabled if reasonable adjustments are not provided in relation to the impairment.* The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting equality and with promoting community cohesion

- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in 2019.

Through the implementation of this policy we will ensure that , within our resources, every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in: The Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; Outcomes for Pupils; Early Years Provision, Overall Effectiveness, Staff recruitment and equality of opportunity for staff. We will investigate why they take place and remove any unfairness and disadvantage.

The school recognises:

- that some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- that some members of our society have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing stakeholders to adapt to each other

### **The context of our school**

The staff and governors are committed to make reasonable adjustments to equality objectives as our intake and community changes. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded in the SEF.

Our improvement priorities are developed taking account of our community and breakdown of our pupil/student intake by ethnicity, disability, gender, religious belief, sexual orientation and socio and economic background.

The context of our school is outlined in our own Self Evaluation Review and the Headteacher's termly reports to governors. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there. We will take action to ensure that, where possible, people (including governors and volunteers) working in our school reflect the diversity of the communities that the school serves. In promoting equality, we are committed to:

- challenging stereotypes and prejudice within and beyond the school;
- acquiring or managing resources to guarantee effective implementation of this policy;
- making the whole school environment welcoming to all;

- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers;
- establishing and maintaining links between the school and its local and wider communities;
- treating people as individuals in light of the discrimination legislation in appendix 1, positively promoting respect for diversity, regardless of gender, ethnicity, disability, age, sexual orientation, religion or belief or marital status; creating good relationships in the school with all groups of people and promoting equality of opportunity for all.

### **Reporting and reviewing this policy**

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be in the form of a Head Teacher's Report on the School Development Plan (SDP) to the FGB.

### **Complaints**

Complaints by staff will be dealt with according to the Confidential Reporting Policy, the Behaviour in the Workplace Policy and the Grievance Policy.

This policy is available electronically on the school website, in hard copy on request at the school office.

## Appendix 1

This policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates to February 2013. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all '**protected characteristics**' - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. (A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but this does not apply to pupils in schools).

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- 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.

Fuller information is available from the following sources:

DfE Education Act 2010

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmentaladvice>

Specific advice for schools

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>

Equality and Human Rights Commission

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schoolsguidance/>

Guidance from WSCC

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/management\\_info\\_services/inclusion\\_equalities\\_sen\\_ld/equalities\\_including\\_disabili/equalities\\_overview\\_of\\_school.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_equalities_sen_ld/equalities_including_disabili/equalities_overview_of_school.aspx)

## **Appendix 2**

### **Examples of actions we may want to include in our action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

##### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

##### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;

- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

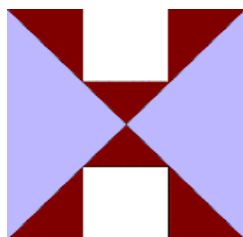
### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

## OUR EQUALITY OBJECTIVES FOR 2015/2016 ARE AS FOLLOWS:



HANDCROSS PRIMARY SCHOOL

EQUALITY OBJECTIVES  
2015/2016

| Equality Objective   | Action  |
|--|---|
| 1. To narrow the gap between the achievement by girls in Maths.  | We are adapting our own Maths scheme which is carefully matched to all our children's needs.  |
| 2. To extend our most able mathematicians  | <p>Most able participate in accelerated Maths class daily. These pupils also receive extra KS3 tuition by a Maths Specialist teacher in Year 6.</p> <p>Greater differentiation for all high achievers in all Maths lessons.</p> <p>Enrichment maths half termly by maths specialist for Year 4/5 children G&amp;T</p> |
| 3. To develop the confidence of children that are excessively shy and unconfident so that they can participate more fully in their lessons and all aspects of school life.       | Barn Owls group set up twice weekly before school to work on boosting confidence and expressing themselves more comfortably.  |
| 4. To narrow the gap in reading between children who have difficulties grasping the basic skills in reading and other pupils.  | <p>Read Write Inc 1:1 Keep-up daily</p> <p>Experienced teacher SEN/PP children in Year 5 <u>fulltime</u> to boost English &amp; Maths performance and narrow gap.</p>   |
| 5. To ensure children who receive Pupil Premium make good progress and have the same opportunities as far as possible as their peers.  | <p>The progress of each individual is tracked and analysed. Further intervention is given for areas of need in their learning.</p> <p>School trips and School clubs are subsidised by the school.</p> <p>Also see (4) above.</p>  |
| 6. To remove the social and emotional barriers that hinder individual children's performance in school so that they focus on their learning and achieve their best at all times. | <p>Otters social skills/nurture group daily before school</p> <p>We have a full time learning mentor to remove social and emotional barriers that hinder performance of individuals.</p>  |



| Aspects of our school life that are examined for their relevance to equality  |  |  |
|---|--|--|
|   | Who is <b>accountable</b> and involved | When /How  |
| The school's mission statement and core values  | Headteacher, staff and GB              | AIMS annually reviewed with Class teachers and Governors   |
| Equality priorities in the school's improvement / development plans   | Headteacher, staff and GB              | Disability Awareness Policy reviewed regularly   |
| Equality statements evident in all policies but particularly: behaviour, attendance, collective worship, target setting, teaching and learning, performance management  | Headteacher, staff and GB              | Office Administrator checks that all policies have statements regarding equality. This is checked during observations by HT and policy/doc. reviews. |
| Ethnicity, disability, gender equality reflected in language and images in school documents / website/ SEF/ classroom displays  | Headteacher & staff                    | Ongoing – Multicultural week every 2 years. All nationalities promoted in a positive light.  |
| Tolerance levels of inappropriate language or behaviour clear Behaviour in the Workplace policy for all school based staff  | Headteacher                            | Signed annually by all staff.  |
| Opportunities for different viewpoints to be expressed and voices to be heard are part of the school's staff and governors' corporate culture   | Headteacher, staff and GB              | Minutes of Teacher meetings & GB meetings  |
| The curriculum themes and content reflect diversity. Events and activities set up to celebrate diversity  | HT & CT's                              | Multicultural week biennially.   |
| Respect for others is consistently evident and promoted in daily school life as well as in RE, PSHE and citizenship.  | Headteacher, staff and GB              | Assembly & PSHCE themes, Kindness Tree   |
| Educational visits, school trips and out of school activities. Every effort is made to ensure that, as far as possible, barriers are removed for every child regardless of disability/SEN/economic circumstances.   | Headteacher (EVC)                      | Evolve, risk assessments & planning documents. No child excluded.  |
| History of inequality and oppression and learning about human rights evident in the curriculum  |  | Assembly & PSHCE themes/Planning files e.g. Crawley Open House.  |
| The processes for monitoring and supporting the learning of all pupils raises questions and evaluates any actions used to address disadvantage or unfairness<br>The performance data presented to the School Improvement Partner for moderation takes account of the needs of individuals and groups who might be subjected to barriers in their learning | Headteacher observation of lessons     | Data analysed for the SIP SDR visit.<br>This is a STRENGTH – needs identified quickly & intervention programmes put in place.                        |

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|--|---|---|
| Processes and planning for differentiation / personalisation in lessons plans making all learning opportunities meaningful and relevant to all pupils.   | HT & Subject leaders monitoring                 | Lesson observation reports. Lesson plans differentiated.  |
| The processes for monitoring and supporting inclusion / avoiding exclusion for all pupils  | Headteacher                                     | SENDCo records  |
| Issues of interpretation and translation for those not fluent in English   | SENDCo  |   |
| School uniform allowances for cultural identity discussed on an individual basis   | Headteacher & GB                                | e.g. Muslim girls can wear veils if they wish.  |
| Very good provision for parental participation / hard to reach groups or individual families regarding their children's progress   | SENDCo  | e.g. parents of special SEN/PP class meet regularly with SC and are trained to support their child in their learning. |
| Ethnic diversity and welcoming people with disabilities in workforce and GB.   | Headteacher & GB                                |   |
| Monitoring all aspects of employment, including recruitment, disciplinary issues and complaints  | Headteacher & F&S committee                     |   |
| Monitoring allocation of responsibilities, professional development and progression of all staff with specific consideration of the need to have any objectives to address the causes of any gender pay gap  | F & S committee                                 | When restructuring staffing or recruiting   |
| Prominence of ethnicity/ disability equality in staff training and professional development  | Headteacher                                     |   |
| Pupil representation and participation in all aspects of school life   | School council                                  | Meeting minutes   |
| <b>With specific reference to The Disability Discrimination Act (DDA) 2005 and the Disability Equality Duty</b> governors hold the headteacher to account for ensuring that the school development plan contains objectives that demonstrate how the school will fulfil its general and specific duties i.e. involve people with disabilities in producing these, show that action has taken place and that progress is reported on. | Safeguarding and Children & Learning Committees | Review carried out 3 yearly and report available. Actions include: new ramps and new disabled access toilet.          |
| When reviewing this policy staff, governors and other stakeholders discuss the importance of terminology and understand the distinction between "People with disabilities" (social model of disability) and "disabled people" (medical model of disability) .<br>Seek advice when there is disagreement or confusion over medical and social models of disability  | Safeguarding Committee                          |   |

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| <p><b>With specific reference to the Race Relations (Amendment) Act 2000:</b></p> <ul style="list-style-type: none"><li>• tackle unlawful discrimination by keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how these are responded to</li><li>• deal with complaints of discrimination and harassment speedily, notify complainants of the outcomes and action taken and inform WSCC</li></ul> | <p>Safeguarding and Children &amp; Learning Committees</p> |  |
|--|--|--|