

The Stenbury Federation.

Chillerton and Rookley Primary School
Godshill Primary School
Wroxall Primary School



SINGLE EQUALITIES POLICY

April 2017-2018

The Governing Body of The Stenbury Federation adopted this policy on 5th April 2017.

Signed _____ (Chair of Committee or Chair of Governors)

Stenbury Federation Schools
SINGLE EQUALITIES
POLICY

1 Document Information

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the Stenbury Federation schools.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the Stenbury Federation schools and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth.

Within the Stenbury Federation schools, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy, are the Stenbury Federation headteachers, the governing body with the support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the nominated governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for the Stenbury Federation?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Stenbury Federation Schools are free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider

making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

4 Policy commitments

4.1 Promoting equality: Curriculum

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

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;

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- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

Each school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

5 Responsibility for the policy

In our schools, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The equalities policy is maintained and updated regularly; and that equality objectives are easily identifiable and achievable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our schools. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to draft policies/procedures/ action plans etc.

6 Equality objectives

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Training <ul style="list-style-type: none"> - for governors - staff 	Improved knowledge and awareness of equality and diversity legislation Monitoring of the number of reported diversity incidents.	Training date for staff to be identified Promote process for reporting diversity incidents	Equality and Diversity Consultant	Equality & Diversity training for all Staff and Governors. On-going – zero report back to LA
2	Develop monitoring procedures	Co-ordinated procedures for equality analysis of when policies are reviewed	To update list of policy annual reviews Undertake equality impact assessments	Headteachers/ Governors	On-going
3	Promoting equality:- Curriculum <ol style="list-style-type: none"> 1) The curriculum prepares pupils for life in a diverse society. 2) The promotion of attitudes and values that challenge discriminatory behaviour and language. 3) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles 	Inclusion in Federation Development plan Promotion of cultural diversity and equality within in the schools' curriculum Establish bank of materials and resources linked to curriculum.	Review creative curriculum to ensure cultural diversity is embedded across each key stage. Use SRE , to embrace the structure across the curriculum and within the ethos of the Federation. Review of display and resource material to ensure promotion of equality and diversity.	Headteachers / governors	Children are accessing a broad and balanced curriculum that allows access to cultural diversity. SRE embedded across the Federation. Joint purchase of resources, shared across the Federation. Review each schools environment.(A.P)

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:- Achievement</p> <ol style="list-style-type: none"> 1. Implementation of strategies and interventions that narrow the gaps in achievement 2. Improvements in achievement levels for pupils with SEN and SEND 	Data tracking to evidence narrowing the gaps.	Termly monitoring shared via pupil progress meetings	Headteacher	<p>Each school has implemented procedures appropriate to pupils needs.</p> <p>Monitoring of progress and attainment more rigorous across Federation – use of Itrack. Effective use of Pupil Premium</p>
5	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice. 2. Promotion of a welcoming openness and tolerance by both staff and pupils 3. Provision is made to provide the cultural, social, moral and spiritual needs of all pupils 	<p>Acting on feedback and evidence from school community.</p> <p>Embrace opportunities to raise awareness of diverse communities</p> <p>Embedded in Federation ethos and mission statement.</p>	<p>Working with IOW community groups e.g. EQUALS (IW BME support group), arts groups etc</p> <p>Multi culture is embedded in displays across schools eg Focus on Black History Month (October).</p> <p>Federation mission statement to be reviewed</p>	<p>Headteacher</p> <p>All staff and governors</p>	<p>Effective Community relationships</p> <p>On-going</p> <p>C.A.R.E. mission statement embedded across the Federation and within SMSC policy.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
6	<p>Promoting equality:- staff recruitment and professional development</p> <ol style="list-style-type: none"> 1. Provision of recruitment and selection training 2. Employment policies and procedures are reviewed and updated on a regular basis 3. Promotion of professional development opportunities 	<p>Achievement of safer recruitment training for appropriate staff and governors</p> <p>Adoption of local authority policies and procedures</p> <p>All staff to be offered relevant professional development to be linked to the schools priorities, action plans and performance management.</p>	<p>Identification of available training</p> <p>Seek Governors approval</p> <p>Via performance management relevant to CPD to be offered linked to professional development and school improvement priorities</p>	Headteacher	<p>SLT attended training</p> <p>LA one used</p> <p>On-going – evidence, Performance Management and reviews. List of Staff and courses and impact (AP)</p>
7	<p>Promoting equality:- countering and challenging harassment and bullying</p> <ol style="list-style-type: none"> 1. Promotion of acceptable behaviour policies and guidance. 2. Reporting of diversity incidents to the local authority and governing body.. 	<p>Policy and procedures readily available for school community</p> <p>Zero return in termly reports</p>	<p>Ensure all staff have read and understood their responsibilities with regard to policy development and implementation.</p> <p>Display "Code of Conduct" statement prominently in all schools. All staff and governors to have signed.</p> <p>Training for staff on reporting incidents</p> <p>Completion of termly report to governors and LA</p>	Headteacher / SLT/ Governors	<p>On-going review of Federation policy and procedures.</p> <p>Zero return.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <ol style="list-style-type: none"> 1. Encourage members of the local community to join in school activities and celebrations 2. Review communication to parents to ensure that views are heard and acted upon 3. Ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome 	<p>No of people attending events and feedback from attendees</p> <p>Parents views taken account of.</p> <p>Stability, all children who join the Federation feel welcome and valued within the community at all times.</p>	<p>Explore Family Learning opportunities and extended schools provision.</p> <p>Annual parent questionnaire</p> <p>Welcome pack/ school information which is regularly updated All stakeholders involved.</p>	Headteachers	<p>Afterschool clubs and breakfast clubs. Parent attending workshops and assemblies and other events.</p> <p>Questionnaires out and responded to. On-going analysis.</p> <p>School information on Websites.</p>

7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying Policy
- Attendance Policy
- Admissions Policy
- School Development Plan
- Behaviour policy
- Federation Action plan

8 Appendix

8.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• BME	Black Minority Ethnic (referred to communities)
• SRE	Sex, Relationships Education
• EQUALS	IoW black, minority, ethnic support group.