

SINGLE EQUALITY POLICY

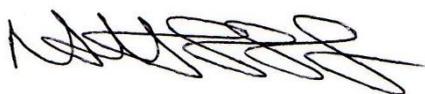
APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

3.12.18

Chair of Governors

Signed: _____

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Equality and Diversity Statement

The Preston & Wingham Primary Schools Federation is committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers, governors and all visitors to the federation. We aim to develop a culture of inclusion and diversity in which all those connected to the federation feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit either school.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in the profile of either school. Our objectives will sit in our overall federation development plan and therefore will be reviewed as part of this process.

Legal Duties

As a federation we welcome 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 and are given equality of opportunity.

All groups below are covered within the Equality Act 2010 and some of the groups are also covered within the additional following named acts:

- Age (for employees only)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Marriage and Civil Partnership (for employees)

Disability Equality Duty (2005)

- Disability

Race Relations (Amendment) Act (2000)

- Race (includes ethnic or national origins, colour or nationality)

Equality Act (Sexual Orientation) Regulations (2007)

- Sexual identity

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 function

We will not publish any information that can specifically identify any child or employee of the school.

- Prepare and publish equality objectives

To do this we will collect data at each school related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions at each schools. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

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.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

The federation is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Strategies to Implement our vision:

Teaching and learning

- To ensure all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles.
- To use contextual data to improve the ways in which we provide support to individuals and groups of children.
- To monitor achievement data by gender, ethnicity, special educational needs, disability, free school meals, etc. and action any gaps.
- To take account of the achievement of all children when planning for future learning and setting challenging targets.
- To ensure all children have the opportunity to take a full and active role in school life, including the full range of extra-curricular activities, in order to prepare them for life in a diverse society.
- To use materials that reflect the diversity of the school's population and local community in terms of race, gender and disability, without stereotyping.

- To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- To seek to involve all parent/carers in supporting their child's education.
- To have high expectations of the whole school community and help individuals to fulfil their aspirations.
- To provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- To recognise and value bilingualism.
- To encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning, including teaching and classroom-based approaches that are appropriate for the whole school population and which are inclusive and reflective of our pupils.

Disapplication and Modification

The school can, where necessary, modify or dis-apply pupils from the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances, and in consultation with the child, parent/carer and Local Authority. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification.

Training

The federation supports inclusive practice by ensuring equality is an ongoing focus with regards to staff and governor training.

Funding

The federation allocates funding from the school budgets together with additional funding to employ additional adults to support inclusion and equality.

The school deploys funding to support a range of after school clubs and facilities to enhance inclusion and equality.

Admissions and Exclusions

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

Equal Opportunities for staff

- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

- 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. However, we are concerned to ensure that wherever possible the staffing of the school reflects the diversity of our community.
- Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith, religion or belief are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Tackling Discrimination

- 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 child's individual circumstances.
- Incidents of discrimination, harassment or bullying are dealt with by the member of staff present, and then by a class teacher or member of the Leadership Team as appropriate.
- All racist incidents are reported to the Head of School who reports them to the Executive Headteacher and to the Local Authority on an annual basis. (A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person').

Types of incident

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to a person's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting discriminatory incidents

Monitoring

The federation's pupil tracking system will be used to track the progress and attainment of children and groups of children to obtain information on whether our equality policy and practice is effective. It is the responsibility of the governing body to monitor the effectiveness of the Single Equality Policy. They can do this by:

- Monitoring the progress of children from minority groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process so that no-one applying for a post within the federation is discriminated against.
- Monitoring the schools' behaviour and exclusions policies so those children from minority groups are not unfairly treated.
- Taking into serious consideration any complaints regarding equal opportunity issues from parent/carers, staff or children.

Responsibility

We believe that promoting Equality is the responsibility of the whole school:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Executive Headteacher & Heads of School	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that they are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non-Teaching Staff	<p>Support the teaching staff and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the Executive Headteacher on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that they are aware of their responsibility to record and report prejudice related incidents</p>
Pupils and Parents	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Executive Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

Complaints

Complaints with regard to this policy will be dealt with via the federation's complaints procedure, a copy of which is available on each school's website or from the school offices.

Further guidance on the Equality Act 2010 can be found on the following Website:

<https://www.gov.uk/government/publications/leicester-city-council-children-young-people-s-services>

All of our federation and school policies are interlinked and should be read and informed by all other policies.

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 each school's website.