



# Equality Policy

Reviewed		November 2019
Next Review Date		November 2023

## Equality and Diversity definition

Equality is about everyone having the same chances in life and getting the same access to the services they need.

Diversity is about recognising and understanding people's different experiences. We cannot achieve equality without addressing diversity.

The Single Equality Act 2010 covers all of the equality strands: age, disability, gender, gender identity, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

## Overarching statement

In accordance with our vision and ethos we pledge to respect the equal human rights of all our pupils and to educate them about equality and to respect difference. As a school, we will also respect the equal rights of our staff and other members of the school community and any visitors to the school. In particular, we will comply with the relevant legislation and implement school plans in relation to all areas of the Equality Act 2010. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion and belief.

## Community cohesion: a shared contextual statement

Our pupil community is multicultural and therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them further for our diverse world, with many different cultures and beliefs. The social context of the area indicates that we are in a deprived social class household. We have a significant proportion of pupils who are eligible for Free School Meals and also Special Needs. An average number of pupils are identified as More Able and/or Gifted and Talented, therefore the curriculum is tailored with this in mind.

## Objectives

- To ensure that all pupils have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.

- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

### Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We continue to maintain the practice of logging any racist incidents and reporting them to the Governing Body and Orchard Community Trust Board. We monitor and log any incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log any bullying incidents, particularly those directed towards those with special educational needs.

### Strategies

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff equipping them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- We work closely with the Pupil Leadership Team to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on Human Rights of the Child that children should be encouraged to form and express their views.
- The positive achievements of all pupils will be celebrated and recognised.

## Who is responsible?

Miss Irving takes the lead, but the governing body as a whole is responsible for:

- Making sure the school complies with the relevant equality legislation; and making sure the school Equality Policy and its procedures are followed.

The Head teacher and SLT are responsible for:

- Making sure steps are taken to address the school's stated equality objectives;
- Making sure all equality schemes are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

The Headteacher and Deputy Headteacher are responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for Compliance with the Equality Policy.

## Outcomes

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

### Publication and review

This Equality Policy fulfils statutory requirements under the terms of legislation. As it is a public document, the school governors publish it by making it available on request and on the website.

The policy will be subject to regular reviews and will be fully reviewed subject to government changes in legislation to ensure full compliance.

### How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, newsletter etc. at the end of each school year, i.e. July 2020. A copy of each annual report is available for monitoring purposes.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background. The breakdown of pupil premium expenditure which specifically supports pupils on free school meals will also be published annually on our website.

Community Cohesion is a continuing part of the School Development Plan and is monitored by the SLT and Governors.

### Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### How we conduct equality impact assessment

As a school we carryout rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so the Head teacher, SLT , subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, belief or gender. Through analysis by the Head teacher and SLT we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the assessment file (electronic and hard copy).

The school budget is set in conjunction with the requirements of the School Development Plan and equality is firmly embedded throughout the plan to ensure that the available budget set is suitable to meet the current needs of pupils and staff. The current school community make-up is tracked using data collection sheets from pupils and staff which are updated annually, and when new pupils or staff arrive. These are used to track the differing school community groups thereby ensuring that the School Development Plan and Equality Policy is current and fit for purpose.

### How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- Our data tracking system identifying vulnerable groups and attainment / progress
- The evidence was then analysed in order to choose objectives that will:
  - i. promote equality of opportunity for members of identified groups
  - ii. eliminate unlawful discrimination, harassment and victimisation
  - iii. foster good relations between different groups in terms of: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

### **Three-year equality objectives 2019-2023**

*1. To ensure that vulnerable groups of pupils, including those affected by socio-economic deprivation, achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected progress.*

*2. To continue to raise attainment of Gifted and Talented pupils throughout the school – provide specific Gifted & Talented differentiation and challenge – through equality and excellence.*

### Policy Review

This policy will be reviewed every four years by the Governing Body, as part of its monitoring and review cycle. Next review due November 2023.