

## Single equality policy statement

Adopted: Spring 2019

Next review: annually, unless any changes are required prior to this

### Introduction

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#), schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years
- annually publish information demonstrating how they meet the aims of the general public sector equality duty
- draw up an accessibility plan and review this every three years

It is still good practice, however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

### The legal framework

We welcome our duties under:

1. The **Equality Act 2010**, to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of
  - age (as appropriate for schools)
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion and belief
  - sex
  - sexual orientation
2. The **Public Sector Equality Duty**, to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
  - eliminating unlawful discrimination, harassment and victimisation
  - advancing equality of opportunity between people who share a protected characteristic and people who do not share it
  - fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

### Guiding principles

In fulfilling our statutory duties, we are guided by seven principles.

#### Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value.

#### Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face-

#### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote positive attitudes; mutual respect; positive interaction; good relations and dialogue; and an absence of prejudice-related bullying and incidents.

#### Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

#### Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people:

#### **Principle 6: We consult widely**

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones, where appropriate.

#### **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

## **Practical application of these principles**

### **The curriculum**

We actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

### **Training and development**

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

### **Ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse society

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality. There is guidance in the Relationships Management Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We report regularly to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Roles and responsibilities**

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.
- The Head of Federation is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- The Head of School has day-to-day responsibility for co-ordinating implementation of the policy statement.
- All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - challenge and deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work
  - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

### **Information and resources**

The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Breaches of the policy statement**

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

### **Monitoring and review**

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate
- in particular, attainment and progress data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.

### **Publishing information on the school's public sector equality duty**

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