



SINGLE EQUALITIES POLICY

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3 Statement / principles

The policy outlines the commitment of the staff at both Arreton St George's (Controlled) and Oakfield CE (Aided) Primary Schools (Federation) and the 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 school.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Within our Federation, 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 developed as a result of discussion between different stakeholders.

3.1 Monitoring and review

The persons responsible for co-ordinating the monitoring and evaluation are the headteachers of the Federation, who are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the Co-Leader and Chair of Governors
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs and Disability (SEND), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) children 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 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 the Federation is free to adopt a uniform policy and can require their pupils to adhere to it. 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. .

For further information on accessibility please refer to each schools Accessibility Plan.

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, through the PHSE Policy Statement and Guidance;
- 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 and wider communities; including supporting British Values and celebrating multi-cultural diversity
- 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 regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation, ethnicity (protected characteristics as defined by the Equality Act 2010) or social background. To secure the best possible outcomes we recognise that:

- Adults in the schools 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 schools 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 and to ensure that successful implementation of the requirements within the SEND Policy and SEND Offer available to all pupils in school
- A range of teaching methods to be used throughout the schools 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 both school communities are instrumental in demonstrating mutual respect between all members of the respective school communities;

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- There should be a feeling of openness and tolerance which welcomes everyone to each of the schools;
 - Pupils are encouraged to greet visitors to the schools with respect;
 - The displays around the schools will aim to reflect diversity across all aspects of equality
 - Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities; (it remains the case that the new building for Oakfield that accessibility will be improved throughout the school)
 - Provision is made to provide for the spiritual, cultural, 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 schools 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 schools counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The schools have a clear, agreed procedure for dealing with prejudice related bullying incidents and have nominated members of staff responsible for recording, reporting and monitoring incidents;
- The schools report 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

Both schools aim to work in partnership with parents/carers. We:

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- 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 schools comply with all equalities legislation relevant to their communities;
- The schools' equality policy is maintained and updated regularly; and that, where appropriate, improvements related to equality are recorded in each school's accessibility plan;
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of Governors will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

5.2 The headteachers and senior leadership team 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 and schemes, including the equality objectives;
- 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 and schemes;
- 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

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- 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 school. 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

SHORT TERM:

Objective	Success Criteria	Actions	Time scale	Progress Milestones
Promoting Equality – ethos and culture. Partnership with the community.	There are good relationships between all members of the school community and the wider local community. Both schools are welcoming and open to all children, families and members of the wider community. The spiritual, cultural, social and moral needs of all are provided for as far as possible. Achievement of one of the Federation Core Values – Equality, Diversity & Integration – all children are equally important and we recognise each of them as individual with different needs and abilities Respect & responsibility – we will promote and nurture respect and responsibility at all times. Respect for ourselves, others and the environment and promote responsibility for all our actions.	<ul style="list-style-type: none"> • Good Childhood Conversation at Oakfield. Questionnaire and Parent group system at Arreton. • School Councils • Pupils involved in a range of community and fundraising activities. • Circle times are a regular occurrence in all classes. • SEAL is used across both schools. • Community and Cultural assemblies celebrating British Values, Christian Values and making the most of real life learning opportunities. • Active Parent Development Group at Arreton to maintain partnership working and school development priorities • Maintain accessibility at all times 	On-going	<p>Good Childhood Conversation carried out and review held.</p> <p>Feedback from pupils and parents is acted upon in both schools.</p> <p>Issues raised by pupils are sensitively and appropriately addressed. Stereotypes and acts of discrimination are challenged.</p> <p>Review TOR for PDG at Arreton, feedback to all parents.</p>
Promoting Equality: Curriculum.	<p>The curriculum prepares pupils for life in a diverse society. There are planned opportunities for pupils to explore concepts and issues related to identity and equality. The curriculum promotes attitudes and values that challenge discriminatory behaviour and language. Resources promote positive inclusivity.</p> <p>Achievement of SDP Lever 1 – Quality of teaching and learning</p> <p>Achievement of SDP Lever 2 – Achievements and standards</p> <p>Achievement of SDP Lever 3 - Curriculum</p>	<ul style="list-style-type: none"> • Review the RE, PSHE, SEAL and Sex and Relationship curriculum plans to ensure there is positive promotion of skills, knowledge, attitude and understanding of issues relating to equality and diversity. • Review reading resources and posters to ensure positive images of disabled people and people of different cultures and backgrounds. • Impact of quality of teaching and learning – good progress by children SEND/deprivation/mental health/mobility issues • Develop more effective monitoring of SEND pupil progress • Provide learning opportunities that challenge 	On-going	<p>Curriculum planning reflects success criteria.</p> <p>Resources purchased where appropriate. PHSE Policy Statement & Guidance reviewed and shared with staff and promoted within curriculum planning process</p> <p>Monitor and review of SDP is progressing to ensure improvements in teaching and learning, including audit of behaviour</p> <p>Review of tracking processes for SEND pupils to ensuring achievements</p>

Objective	Success Criteria	Actions	Time scale	Progress Milestones
	Achievement of SDP Level 4 – Quality of leadership and management	gender specific stereotype roles <ul style="list-style-type: none"> • Build sensory room as part of Acorn Suite at Oakfield • Proactive behaviour management system at Arreton, including regular pupil reflection, monitoring and review to ensure that practice is working • Try to recruit some learning mentors for more vulnerable pupils including the use of peer mediators • <i>Develop the role of Year Group Governors & also lead governor roles for key aspects such as data, LAC, safeguarding etc</i> 		Partnership with Portsmouth High School Technology Challenge Day for yr 5/6 girls Sensory room in use at Oakfield CE (Aided) Primary School
Communication/visual support:	There is a range of visual support in place in all classes. Where appropriate Makaton is used. All pupils have access to specialised resources where appropriate and linked to their IEPs including personalised learning stations when required. Achievement of SDP Level 3	<ul style="list-style-type: none"> • Review resources at both sites and draw up a prioritised list of resources to support SEND and EAL. • Arreton staff to access Makaton training if needed. • Build sensory room as part of Acorn Suite at Oakfield 	January 2015	Resources purchased. Training accessed. Sensory room in use at Oakfield CE (Aided) Primary School
Awareness: Whole Governing Body training. Staff updates.	All Governors and staff are aware of and able to fulfil their roles and responsibilities in relation to equality.	<ul style="list-style-type: none"> • Book training session for Governors and new staff with Organisational Development Manager • Staff meeting updates – once a term to review issues/concerns/new actions. 	January 2015	Training scheduled for January 15 Annual review undertaken by Lead Officer.

MEDIUM TERM:

Objective	Success Criteria	Actions	Time scale	Progress Milestones
Inclusion Policies and Procedures: evaluating school procedures and policies to ensure the schools are inclusive.	Both schools positively promote equality through their inclusive approach which ensures all pupils have equal access to both the curriculum and all enrichment activities.	<ul style="list-style-type: none"> Carry out an Equality Impact Assessment on 'Inclusion' in each school. Develop a Federation Teaching and Learning Policy and an Inclusion Policy. Both schools to work towards achieving the Inclusion Quality Mark. 	Target date : January 2015	Equality Impact Assessment completed; July 2012. Policies drafted for Autumn Term 2014. <i>Quality Mark achieved Summer 2013.</i>
Promoting Equality – Achievement for all.	All children are achieving good progress including those with additional needs. Achievement of SDP Level 1	<ul style="list-style-type: none"> Develop a monitoring, recording, reporting and review system to ensure pupil premium is having a positive impact. Review first year of pupil premium to inform future spending. Review impact of any interventions used to inform future staffing and organisation. 	Ongoing	Pupil Premium is carefully planned for. Impact is being measured regularly and effectively. Interventions are effective in 'narrowing the gap' for vulnerable groups.
Promoting Equality – staff recruitment and professional development.	Staff and governors involved in recruitment are properly trained in relation to safeguarding, equality and diversity issues. Employment procedures reflect an inclusive establishment and avoid discrimination. Procurement and commissioning procedures have equality embedded in them. All staff have equal access to appropriate training and professional development in relation to their professional roles and responsibilities.	<ul style="list-style-type: none"> Governors and staff attend appropriate training in relation to recruitment and appointment procedures. For all new posts, consideration is given to where adverts will be placed to ensure access for minority groups where appropriate. Business Manager attends appropriate training in relation to procurement and commissioning. Performance development process reviewed and updated. 	Oct 2014 Ongoing	Training completed. Recruitment fair and effective. Procured and commissioned services properly secured and reflective of schools aims and values. CPD programme effective for all staff.

LONG TERM:

Objective	Success Criteria	Actions	Time scale	Progress Milestones
Accessibility: Emergency and evacuation systems are set up in both schools to inform ALL pupils including pupils with SEN and disability; including alarms with both visual and auditory components.	All pupils' needs are met in terms of emergency evacuation procedures.	<ul style="list-style-type: none"> Gain quotes. Budget for upgrading of systems where possible. Arrange for work to be carried out as Capital money becomes available. Ensure interim arrangements allow for the safe evacuation of all including those with SEND especially those with physical disabilities/impairments. 	As part of the new build at Oakfield CE (Aided) Primary School	On-going improvements made to emergency and evacuation systems which inform all pupils including those with SEND especially those with physical disabilities/impairments Annual review dependent on pupil needs as they move through the school
Accessibility: signage around sites to allow good access for all.	Multi-sensory signage in place to assist people to use the sites effectively. Staff have given consideration of displays etc in classrooms to support equal access.	Gain quote for multi-sensory signage. Budget for upgrading of décor and signs. Arrange for work to be carried out.	Within five years – budget allowing.	Improved guides to assist people to use the buildings. Improved décor. Displays appropriate for all children including those with SEND. Arreton – appropriate signage in place throughout the school
Physical accessibility: Ensure that access to all parts of the school buildings and site for both schools have been upgraded to meet the needs of all pupils as far as possible – especially steps and door widths.	As far as possible all learning environments inside and out are accessible and suitable for all pupils including those with additional needs. Where this is not physically possible alternative arrangements have been made.	Plan for appropriate improvements to site and buildings within a strategic Site and Buildings Action Plan. Work to be carried out to provide best possible access to all parts of both school sites and buildings within the limitations of those buildings and sites.	Liaise with LA and Diocese re: plans, funding and timescales	As any new work is carried out on either site, accessibility improvements are considered. New build for Oakfield planned for Spring 2015 and accessibility will be improved

7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy

Bullying Policy

- Curriculum Policy and Statement
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8 Appendix

8.1 Glossary of Terms

<ul style="list-style-type: none">• Equality Act 2010	40 years of equality and diversity legislation developed and harmonised into a single piece of legislation
<ul style="list-style-type: none">• SEAL	Social and Emotional Aspects of Learning
<ul style="list-style-type: none">• SEN	Special Educational Needs
<ul style="list-style-type: none">• KS	Key Stage
<ul style="list-style-type: none">• EIA	Equality Impact Assessment
<ul style="list-style-type: none">• SIP	School Improvement Plan
<ul style="list-style-type: none">• SEF	School Evaluation Framework
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">•••	