

SINGLE EQUALITY POLICY

THE EQUALITY ACT 2010

EQUALITY INFORMATION AND OBJECTIVES

INTRODUCTION, STATEMENT AND PRINCIPLES

This equalities policy amalgamates all equalities legislation into one single equality policy for At St Edwards[CE]Academy Cheddleton [SEAC]. It incorporates the requirements of the Equality Act (2010) and provides equality information and one objective.

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and that it 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.

At SEAC, equality is a key principle for treating all people as individuals irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics.

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community.

Forming the basis for the development of the school today and into the future, the **AIMS OF OUR SCHOOL:**

- To enable all children to fulfil their potential irrespective of ability or protected characteristics
- To promote the spiritual, cultural and moral development of all children
- To develop knowledge and understanding through learning experiences which are appropriate for each child, and which prepare them for the next stage in their education
- To ensure that all children develop an optimum level of skill, knowledge and understanding in each area of the primary curriculum
- To encourage children to become well behaved, autonomous and responsible members of society
- To monitor, assess and record achievement in a way that will contribute effectively to the planning of the education of each individual child
- To provide an appropriate and stimulating environment equipped with the resources necessary for effective learning
- To assist each child in developing self-discipline, self-respect, self-confidence and respect for others

The values that underpin the school aims are in essence our statements on the development of moral, social, spiritual and cultural education being vital for the education of the individual to fit into and understand the society in which they are placed. The elements that underpin our aims are the themes within the spiritual, cultural and moral dimension. Within this is our equality policy.

AS A SCHOOL WE SEEK TO

- Develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about spiritual, moral and cultural questions.
- Develop a positive attitude towards other people and their right to hold beliefs different to their own and towards living in a diverse society.
- Reflect on the beliefs of the individual and of others, seek to understand and to understand difference and diversity of culture, moral belief and spirituality.

FOR THE INDIVIDUAL CHILD WE SEEK TO

- Develop a sense of identity which is confident, strong and self-affirming, as distinct from uncertain, ashamed or insecure; open to change, choice and development, as distinct from unreflective, doctrinaire and rigid; receptive and generous towards other identities, and prepared to learn from them, as distinct from wishing to exclude or be separate.
- Develop a sense of morals and social responsibility which for any child involves pupils learning to make ethical choices with regard to both personal and public issues and the key concepts of justice, respect for others and caring.
- Nurture respect for people and property; honesty and consideration for others; trust, fairness and politeness.
- Through various specifics and cross curricula policies teach certain key skills and understanding of: citizenship, community, roles and relationships, duties, rights and responsibilities, laws and rules.

Underpinning everything we stand for is our development across the following key curriculum areas:

VALUES AND DISPOSITIONS

- Concern for common good
- Human dignity and belief
- Working with others, understanding of others.
- Responsibility to act with thought for consequences
- Tolerance, initiative, thought

SKILLS APTITUDES

- Reasoned argument

- Co-operation and effective working with others
- Tolerance of other viewpoints
- Problem solving, informed views from information,
- Critical approach to evidence linked to look for new evidence.
- Persuasion not manipulation

KNOWLEDGE UNDERSTANDING

- Of local, national events and world wide
- Change and function of governments
- Individual and society co-operation
- Legal and moral rights responsibilities

THE ETHOS OF OUR SCHOOL WILL PROMOTE THE SUCCESS OF OUR APPROACH IF WE:

- Value the contributions made by members of the school community and support equal opportunities in the broadest sense.
- Encourage close working relationships between staff, staff and pupils, and pupils and those working outside the school.
- Encourage mutual respect, tolerance and open-mindedness
- Encourage the development of a climate, which supports the proper exercise of responsibility.
- Offer pupils an opportunity to be involved in decisions about features of their life at school.
- Allow pupils to have some control over the use of their time, e.g. Participation in a school council influencing what happens in some elements of the school.
- Active involvement of pupils in their learning

MEASURES THAT HAVE BEEN IMPLEMENTED TO IMPROVE EQUALITY OF ACCESS INCLUDE:

- SEN and Child Protection training for all staff and Designated staff appointments for pupils with higher levels of need
- Staff training for specific medical conditions, (such diabetes and personal needs for individual children/care plans)
- Pre-admission and induction programmes for pupils, individualised for children with higher levels of need
- Daily short support sessions for pupils with needs in maths and reading, handwriting, fine and gross motor skills
- Building compliant with disabled access
- Hearing loops systems installed in some classrooms
- Interactive whiteboards installed in every class
- Different and additional provision for each area of SEN Equipment:
- Speech and Language Therapy resources: e.g.: as recommend by Speech & language team.

- Additional Reading and IT programmes: e.g. Better Reading Policy
- Additional Maths resources, e.g. Numicon
- Liaison with external agencies working directly, or indirectly, with children and families: e.g. Education Welfare Service, Local Support Team and school nurse
- Liaison with external agencies carrying out direct work with pupils in school: e.g., Welfare, Educational Psychology, Speech and Language Therapy, Physiotherapy.

**INFORMATION SHOWING THE SCHOOL HAS DUE REGARD FOR EQUALITIES
ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS:
RESPONSIBILITIES/MONITORING AND REVIEW**

The staff members responsible for co-ordinating monitoring and evaluation are the SENCO (SENCO Team leader Mrs Erica Clifford & Equalities co-ordinator Mrs Kath Walker) and will be responsible for:

Providing updates on equalities legislation and the school's responsibilities in this regard.
Working closely with the Local Academy Council (LAC) who have a watching brief for this area.
Positively supporting the evaluation of activities that monitor the impact and success of the policy on pupils from different groups, such as children in care, those on free school meals, minority ethnic groups, gypsy, Roma and other travellers and those who speak English as an additional language in the following recommended areas:

- Progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice-related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

**ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS:
DATA ABOUT THE SCHOOL POPULATION AND OUTCOMES**

- The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
- The school has data on its composition broken down by types of impairment and special educational need.
- The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
- The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

THIS DATA IS PUBLISHED ANNUALLY AND IS AVAILABLE TO PARENTS ON REQUEST.

**ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS:
DOCUMENTATION AND RECORD-KEEPING**

- There are statements of the school's responsibilities under the Equality Act in various school documents, for example the Academy Development Plan and self-evaluation.
- There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.

**ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS:
CURRICULUM**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding;
- 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; (SMSC, PSHE & British Values) which is recorded on our SMSC grid.
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles. Materials in all subjects reflect positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.
- Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
- There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.
- The school takes part in certain national projects and award schemes, for example Black History Month; Disability awareness Refugee Week; Anti Bullying week.

**ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS:
ACHIEVEMENT**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. 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;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS: THE ETHOS AND CULTURE OF THE SCHOOL

At SEAC, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school:

Children are encouraged to greet visitors to the school with friendliness and respect;

- Displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil questionnaires and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS: STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- All posts are advertised formally;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Good equal opportunities are practiced in the recruitment and promotion of staff, both teaching and administrative.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
- All supply staff and contractors are made aware of the equalities policy and practice;

- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS: COUNTERING AND CHALLENGING HARASSMENT AND BULLYING

- The school counters and challenges all types of discriminatory behaviour (*direct, indirect, harassment and victimisation*) 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. The Principal is responsible for recording and monitoring incidents;
- The school reports to the Local Academy Council (LAC) and LA on an annual basis the number of prejudice related incidents recorded in the school.
- Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

ADVANCING EQUALITY OF OPPORTUNITY AND FOSTERING GOOD RELATIONS: PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY

At SEAC, aims to work in partnership with parent/consultations, we:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent consultations, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils from all protected groups are made to feel welcome.
- Involve parents and carers, and local groups and organisations, having regard for their concerns and requirements of the Equality Act.
- The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

RESPONSIBILITY FOR THE POLICY

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

The Local Academy Council (LAC) and the Trust board have responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or other documents as required);
- The actions, procedures and strategies related to the policy are implemented;

- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Head Teacher and Senior Leadership team have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality and overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff has responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with 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 groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

MEASURING THE IMPACT OF THIS POLICY

- The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
- The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.
- The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Principal.
- We will show due regard to equality issues, for all pupils and staff with protected characteristics, when we make significant decisions or changes in our policies

OUR EQUALITY OBJECTIVE

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Ours are based on our analysis of our equality information and other evidence. (See our Equalities Statement)