
Single Equality Policy

Ardleigh Green
Junior School

September 2017



Foreword

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Act introduced a new public sector single equality duty which came into force on 6th April 2011. The **specific duties** place a requirement on schools to publish equality information by 31st December 2011. This information must show how the school has complied with the **general duties** and must be produced at least annually from the first date of publication.

The **specific duties** also place a requirement on schools to publish equality objectives by 6th April 2012. These must demonstrate what a school could reasonably achieve to meet one or more aims of the equality duties, showing the involvement of stakeholders in developing the objectives. The equality objectives must be published at least every four years.

This document provides a framework for a single equality policy which addresses these changes and ensures compliance with the Act and single equality duty.

1. Policy introduction

The aim of the **general equality duty** is to integrate consideration of the advancement of equality into the day-to-day business of public authorities. At Ardleigh Green Junior School we welcome our role in taking due regard to the need to:

- promote equality of opportunity for everyone, through all aspects of school life, both within and beyond the curriculum, including pupils, staff, parents/carers, governors, visitors and members of the community
- provide an outstanding education for all pupils
- ensure that all children and adults are able to participate fully in the life of the school, to the best of their ability
- promote community cohesion, through developing respect for and good relationships with, all members of the school community, both within school, the locality and at a national and international level
- eliminate unlawful discrimination, harassment and victimisation
- promote positive attitudes towards a diverse society, whilst encouraging children to develop a sense of their own identity and culture
- educate against prejudice

This policy also addresses the **specific duties** of the Act to:

- ☐ engage with interested groups and individuals
- ☐ publish equality information
- ☐ formulate and publish equality objectives.

The “protected characteristics” that relate to schools are:

- disability
- sex/gender
- race/ethnicity
- religion/belief
- sexual orientation
- gender reassignment
- pregnancy/maternity



With regard to schools as employers, the following are also protected characteristics:

- age
- marriage/civil partnership

The “Unlawful behaviour” outlined in the Act includes:

- direct discrimination
- indirect discrimination
- discrimination arising from disability
- harassment
- victimisation

The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members. By ‘pupils’, we are referring to prospective and former pupils, in addition to those currently at the school.

2. Equality – aims and values

At Ardleigh Green Junior School we aim to provide equality and excellence for all, in order to promote the highest possible standards.

Our Equality Policy is based on our core values as expressed in our school’s aims/mission statement.

We pride ourselves on being a fully inclusive school, able to meet the needs of staff and children through a range of integrated community services. We believe that everyone is of equal value; everyone is unique. We recognise and respect diversity. Treating people equally does not necessarily mean treating them the same. Policies, procedures and practices do not discriminate, they differentiate to meet individual needs. We welcome our responsibility to foster a culture of respect for others within a caring, cohesive environment. All members of the school community are encouraged to develop positive relationships reflecting their status as members of a diverse global community.

It is our duty to ensure that the aims and values outlined here apply to the full range of our policies and practices.

3. The school’s approach to promoting equality and eliminating discrimination

The overall objective of the school’s Equality Policy is to provide a single framework for the school to pursue its equality duties to promote equality of opportunity, and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities. In order to achieve this, it is our aim to eliminate all forms of discrimination and harassment (the four kinds of unlawful behaviour).

Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Advancing of equality of opportunity involves:

- removing or minimising disadvantages
- taking steps to meet people’s needs
- encouraging participation in any activity in which participation by people sharing protected characteristics is disproportionately low



Fostering good relations involves:

- tackling prejudice
- promoting understanding

Ethos and Environment

- Staff work together to create an environment that feels safe, welcoming and accessible to all staff, pupils, parents/carers, governors and visitors, based on a culture of mutual respect and celebration of diversity
- We operate an 'open door' policy, whereby parents/carers are encouraged to discuss any issues with school staff and staff make regular contact with parents/carers
- Classroom/school layout, equipment and adaptations reflect the needs of children and adults, to enable them to participate in all aspects of school life
- Resources and displays in our school reflect the experiences, backgrounds and abilities of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school
- Discrimination is challenged and investigated

Admissions, Attendance and Exclusions

Our Admission Policies are fair and transparent, and do not discriminate against any protected groups

Additional support is offered to parents to access information, as appropriate.

The school expects excellent attendance from all pupils, due to the positive impact that this has on attainment and progress. Attendance is monitored on an individual, group, class, year group and school basis. Absences are authorised for exceptional circumstances.

Teaching, Learning and the Curriculum

All staff ensure that the school and all learning experiences are inclusive, in which all children are able to participate and where they feel that their contributions are valued. Positive steps are taken to include all pupils:

- Individual needs are discussed and recorded on entry to school. All staff work hard to ensure that specific needs are met. Appropriate differentiation and support are provided from within school and/or with input from other specialist agencies
- Pupil groupings are varied, during the week, to reflect the individual needs of children, including academic and personal/social developments and needs. Differentiation ensures everyone is included in the main class lesson.
- Teaching styles reflect different learning styles and children's individual needs are met within and across lessons.
- Collaborative working is planned and encouraged, across all groups of pupils.
- Pupils' personal qualities are developed in all lessons, as we strive to develop character. Pupils are taught to become increasingly sensitive towards and tolerant of others.
- Independence is encouraged and supported, enabling them to take responsibility for their own learning and behaviour.
- Staff use teaching materials that reflect the diversity of the school, population and local community, and avoid reinforcement of bias or stereotyping.



- The curriculum is planned and developed to ensure that it is appropriate, interesting, stimulating and challenging to all pupils.
- The curriculum is planned to promote positive attitudes to diversity and to directly teach attitudes and values that challenge discriminatory behaviour or prejudice.
- The curriculum provides opportunities for pupils to appreciate their own culture, to celebrate what it is to be British (the rule of law, democracy and individual liberty) and celebrate the diversity of other cultures
- Opportunities are identified to enrich curricular experiences by learning about cultures, languages, religions, beliefs and experiences of pupils and pupil groups within the school. This includes visits out of school and inviting visitors into school.
- Staff work in partnership with all parents to involve them in supporting their child's education.
- School council provides a forum for all children to express their views and discuss issues important to themselves
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils receiving free school meals
 - pupils who are in public care
 - pupils who are at risk of disaffection and exclusion
 - lesbian, gay or questioning young people

Attainment and Progress

- The school has high expectations of all pupils and strives to attain the highest possible standards
- Pupil attainment and progress data is monitored in detail on an individual and school level, as well as by identified pupil groups. Intervention strategies are implemented as necessary.
- Staff use a range of methods and strategies to assess pupil progress and these are reviewed to ensure that they are accessible to all pupils.
- Attainment and progress data is used to set future priorities for learning for individuals, groups, classes, year groups and the school. These objectives are then formalised in the School Development Plan.

Extra Curricular Activities



- A range of extra-curricular clubs and activities are available and are an important part of childrens' development, providing opportunities to try new activities and develop skills in particular areas of interest.
- The majority of clubs/activities are available to all pupils from Year 3 onwards, with additional support being provided as necessary to meet individual needs
- Some clubs/activities are specifically targeted at particular needs, such as Gifted and talented sports activities, or 'booster groups' for children needing specific academic support

Staff Recruitment and Training

- The schools adhere to recruitment and employment procedures which are fair, equitable and in line with statutory duties and London Borough of Havering guidelines.
- We recruit, train and promote staff on the basis of their ability and potential.
- Recruitment processes and staffing structure decisions are monitored to ensure decisions are free from discrimination.
- All staff, volunteers, parents, governors and visitors are informed of the contents of this policy.
- Everyone associated with the school is expected to support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.
- Annual staff training occurs to highlight equality issues and to know how to identify and challenge prejudice and stereotyping.
- Equality is incorporated in the induction programme for new staff

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

- The skills of all staff, including non-teaching and part-time staff are recognised and valued.
- All staff are offered Performance Management Reviews.
- Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

3. Tackling discrimination

- Clear procedures are in place so that all forms of bullying, harassment and discrimination, including racism, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- All staff are expected to deal with any discriminatory incidents that may occur and report these to the Headteacher. This is vital to the well-being of the whole school.
- Everyone using the school site is expected to report acts of bullying, harassment and discrimination.



- **Racist incidents** are dealt with according to the Guidance from the Local Authority and reported to the Governing Body termly.
- 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 discriminatory incidents that can occur:

- 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 victim'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 incidents

It is made clear to pupils, staff, governors and visitors how they report incidents.

Responsibilities

Named Governor for the Junior School is: Mr Pete Easy

Governors as a whole are responsible for:

- Writing, publishing and implementing the school's equality objectives.
- Making sure the school complies with the relevant equality legislation.
- Monitoring the implementation and impact of the Equality Scheme.
- Monitoring progress towards the equality objectives and reporting on these annually.

The Head Teacher is responsible for:

- Implementing this Equality Scheme.



- Implementing action to address the schools' equality objectives and reporting on the progress of these to Governors.
- Training staff to ensure that they know their responsibilities and receive training and support in carrying these out.
- Providing information for visitors about this Equality Scheme.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, particularly in relation to disability, in regard to students, staff, parents, governors and visitors to the school, to ensure individual needs can be met.

All staff are responsible for:

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

Visitors and contractors are responsible for following this school policy

4. Publication and review

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- This document is given to parents on entry to the school and is available on the school website.
- The scheme and its objectives will be reviewed annually.
- A report on progress and impact will be published annually by the Governing Bodies.
- Evidence will be kept of the impact of our actions and detailed analysis and evaluation of information will be carried out from:
 - Feedback from the annual parent questionnaire, parents' evening, parent link meetings, governors' parent-consultation evening;
 - Input from staff surveys or through staff meetings
 - Feedback from the school council, PSHE lessons, pupil surveys
 - Issues raised in annual reviews or reviews of progress of Education and Health, Care Plans
 - Feedback at Governing body meetings
 - Pupil data analysis, including Raise online and SIMS

Key Legislation: The Equality Act 2010

It is the responsibility of the school to be familiar with the content of The Equality Act 2010 and ensure full compliance with the specific duties of the Single Equality Duty



Ardleigh Green Junior School Single Equality Policy Action Plan 2015 – 2018

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	Publish and promote the Equality Plan through the school website	Question about parent awareness of Equality Scheme in annual survey?	Headteacher/Governing Body	Ongoing
All	Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support for pupils	Achievement data analysed by race, gender and disability	SLT/Governing Body	Termly
All	Continue to ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels	Teachers – through planning for PSHE	Ongoing
All	Promote positive images which reflect the diversity of the school and community. Eg. in assemblies, books, publications and learning materials and in all displays.	Increase in pupil participation, confidence and a sense of positive identity.	All staff	Ongoing
All	Continue to ensure that extended schools activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school terms of race, gender, disability and socio-economic status	Analysis of pupil participation in extended school activities	SLT	On going
Race Equality Duty	Identify, record and report racial incidents as outlined in Plan. Report the figures to the Governing Body/Local Authority on a termly basis	The Headteacher/Governing Body will use the data to assess the impact of the school's response to incidents	Headteacher/Governing Body	Reporting to full Governing Body meetings
Disability	Ensure disabled pupils are able to take part in all aspects of the curriculum including educational visits and journeys; lunchtime activities, PE and dance and assemblies and extended school activities	SENCO to monitor	SENCO	On going
Disability	Provide extra and additional support for pupils who are underachieving, in order to make progress in their learning and their personal well-being	Analysis of data, pupils identified, interventions planned and monitored	SLT	On going



Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg Diwali, Eid, Christmas	PSHE/RE lessons Collective worship	All staff	Ongoing
All	Develop and adapt procedures for recording incidents of bullying to include equality perspectives ie, gender, ethnicity, race, faith and disability	Records of bullying to include specific nature of incidents. Appropriate action taken	All staff	Ongoing
All	Ensure that access to school buildings and site can meet diverse pupils needs	H&S walks	All staff	Ongoing
Disability	Classroom Environment Provide speciality furniture if appropriate Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments Incorporate accessibility into any proposed structural alternatives	Lesson observations/feedback	Site/Teaching staff	Ongoing

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	Ensure all school policies consider the implications of Disability Access (particular PE)	Lesson observations/teacher feedback	SLT/Governors	Ongoing
All	Purchase speciality equipment in order to increase access to the curriculum eg, Ipads	Progress of targeted pupils	SENCO	Budget
Disability	Include, as appropriate, a review of the participation of disabled pupils during lesson observations to inform future developments in inclusion	Lesson observations and feedback	SLT/Teaching staff	Ongoing