

# EQUALITY POLICY

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## Introduction

All individual policies in the **School Handbook** are based on the aims and objectives and other key principles established in the **School Development Plan** and **School Prospectus**.

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

In this school we will ensure that; as far as is reasonable in each and every level of our work and throughout the school community, and its life, we will endeavour to treat everyone equally.

This Single Equality Policy summarises the school's approach in ensuring equality for all.

## Section 1: Principles

### Policy development

This policy was created by the school's Special Educational Needs Co-ordinator (SENCo) with the Inclusion Governor, in liaison with the Senior Leadership Team (SLT).

To ensure that all learners 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 recognize 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.

## Section 2: Good Practice

General school aims and objectives which have relevance for all policies are described in the SDP, School Prospectus and Learning and Teaching Policy.

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 consider it prudent and sensible to maintain the practice of logging racist incidents and using them to inform policy & practice, they may be reported in an anonymised form to support data collection by an appropriate body. We monitor and log 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 bullying incidents, particularly those directed towards those with special educational needs.

## Section 3: 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. The Governors school improvement committee will work with

the Leadership team and staff to identify and sustain a regular involvement and engagement opportunity.

Teachers will ensure that the teaching and learning takes account of this policy.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide 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.

The positive achievements of all pupils will be celebrated and recognised

#### **Outcomes:4**

This policy is designed to play an important part in the educational development of individual pupils.

It is intended to ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equality of opportunity and equal treatment for 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.