

**The Federation of the Church Schools of  
Shalfleet and Yarmouth**

# **SINGLE EQUALITIES POLICY**

**Spring 2020**

# 1 Document Information

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### 1. Introduction

As a Church of England Controlled School, Shalfleet CE Primary School supports this policy.

As a Church of England Aided School, Yarmouth CE Primary School [will be conducted in accordance with the Religious Character of the school, the Trust Deed and current legislation pertaining to a school with a designated Religious Character in areas such as Employment, Admissions; Religious Education, Collective Worship and the use of Premises or Facilities.](#)

### 3 Statement / principles

The policy outlines the commitment of the staff and 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 our schools, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the federation.

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

#### 3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy are the headteachers, the governing body with support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the Federations responsibilities in this regard;
- Working closely with the lead governor, Mrs Tina Griffith, responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including those with Special Educational Needs and Disabilities (SEND), Children in Care, Children who are looked after, Minority Ethnic including travellers and English as an Additional Language (EAL) students 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

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- Staff recruitment and retention
  - Visits and visitors

## **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, including augmentative provision;
- 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;
- 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 and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the federation 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 federation 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;
- A range of teaching methods to be used throughout our 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 the school and federation community are instrumental in demonstrating mutual respect between all members of the community;
- There should be a feeling of openness and tolerance which welcomes everyone to the schools;
- The displays around our schools are of a high quality and reflect diversity

- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, 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/Pupil Governors/Learning Leaders and through pupil perception surveys which regularly seek their views, and where we can we take action;
- Positive role models are used throughout our 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 has a nominated member 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**

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

- 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;

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- Encourage members of the local community to join in school and federation activities and celebrations;
  - Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.



## **5 Responsibility for the policy**

In our Federation, all members of our 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 the school community;
- The federation's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor, Mrs Tina Griffith, 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

### **5.2 The headteachers and senior leadership have 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;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all 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 federation staff have responsibility for:**

- The implementation of the equalities policy and any supporting action plans;
- 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
- Keeping up to date with equalities legislation by attending training events organised by the schools, local authority, or recognised training provider.

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## 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 the Federation of the Church Schools of Shalfleet and Yarmouth. 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 Federation community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.



## 6 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- HSE Policy
- HT reports to governors
- Terms of reference for Governors committees
- Federation Development Plan

## 7 Appendix

### 7.1 Glossary of Terms

• <b>Equality Act 2010</b>	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• <b>SEAL</b>	Social and Emotional Aspects of Learning
• <b>SEN</b>	Special Educational Needs
• <b>KS</b>	Key Stage
• <b>EIA</b>	Equality Impact Assessment
• <b>SIP</b>	School Improvement Plan
• <b>SEF</b>	School Evaluation Framework
• <b>Protected Characteristic</b>	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• <b>SAR</b>	School Action Research
• <b>SEF</b>	School Evaluation Framework
• <b>SIF</b>	School Improvement Facilitator
• <b>RAP</b>	Raising Attainment Plan
• <b>FSM</b>	Free School Meals
• <b>EAL</b>	English as an Additional Language
• <b>SDP</b>	School Development Plan