



# Single Equality Policy

Ferndale Primary School  
School Policies

DATE: AUTUMN 2016, REVIEWED AUTUMN 2018, SUMMER 2019, Summer 2021

Review date: A Summer 2027

Summer 2024,

## **Equality Objectives**

To narrow the gap for all children in Reading, Writing and Mathematics standards between our children and those attained Nationally at all levels in school, particularly for those children in receipt of Pupil Premium funding or within identified vulnerable groups.

To maintain a very low rate or eradication of (reduce the incidence of) prejudice-related bullying and hostility throughout the school in relation to the protected characteristics.

To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood, underpinned by a sense of Fundamental British Values.

To promote positive attitudes to personal development through the teaching of the curriculum, assemblies and RE, alongside the wider offer of enrichment at Ferndale, with particular reference to issues of celebrating equality and diversity.

To continue to consult with users of the building to ensure equality and access for all.

'belong-believe-achieve'

## **Safeguarding**

Section 175 of the Education Act 2002 places a duty on local authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguarding and promote the welfare of children who are pupils at the school. "Keeping Children Safe in Education" was re- issued to schools in 2016 (and subsequent updates annually) detailing statutory guidance, placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" (and subsequent updates) to the following:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Ferndale strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment that enables all to thrive.

2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum and enrichment opportunities to enable our children to develop 'keep safe' strategies.
4. Creating an open culture to hear the voice of the child.
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2, 3, 4 and 5 above and reflects current legislation, accepted best practice and complies with Government guidance: *Working together to Safeguard Children (2013, 2023 and subsequent versions)* and *Keeping Children Safe in Education 2016, 2018, 2020 and subsequent versions*.

### **Legal framework - s149 Public Sector Equality Duty**

#### **General Duties**

All public bodies, including schools and colleges, have a requirement to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

#### **Specific Duties**

- Publish sufficient information to demonstrate the school/college's compliance with the general equality duty across its functions.
- Prepare and publish equality objectives.

For more information, please visit the Equality and Human Rights Commission website:

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **How Ferndale operates within the legal framework:**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (employees only), disability, race and ethnicity, gender reassignment, religion and beliefs (and lack of) marriage and civil partnership, sex, pregnancy and maternity and sexual orientation. These are known as protected characteristics.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in 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.
4. We also recognise our duty to support and guide under the framework of a maintained school, whilst promoting Fundamental British Values.

5. To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

6. In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference, whilst operating with Fundamental British Values at the core.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

Principle 6: We consult and involve widely.

Principle 7: Society as a whole should benefit.

Principle 8: We base our practices on sound evidence.

7. We recognise that the actions resulting from a policy statement such as this are what make a difference.

8. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

9. We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

10. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

11. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being and safeguarding
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

### **12.Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority if required, using their guidance material. The local authority may provide some support.

### **13.What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race and ethnicity, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Safeguarding is paramount, including awareness of vulnerabilities and the appropriate nature of data sharing.

### **14.Behaviour, Exclusions and Attendance**

The school Policy on Behaviour takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **15.Responsibility**

We believe that promoting Equality is the whole school's responsibility and as a result is a whole school value:

<b>School Role</b>	<b>Responsibilities</b>
Governing body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching and support staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

	Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local community members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website.**

#### **16.Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**17.**All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

#### **18.Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. However, the overarching belief of our school is Christian in nature, as are all maintained community schools in England.

**19. Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**20. Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

**21. Reporting**

There is guidance in the staff handbook, KCSIE and related safeguarding policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents (in accordance with Local Authority advice and guidelines) and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

**22. Complaints**

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available on the school website.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found here: [https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf)

**23. Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to special educational needs and disabilities, ethnicity, culture, language, religious affiliation, national origin and national status; and gender as appropriate.

Date approved by the Governing Body: Summer 2016, reviewed Autumn 2018, Summer 2019, Summer 2021, Summer 2024. Review due Summer 2027.