



Single Equality Policy

1. OVERVIEW

1.1 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 (i.e. Race) and Gender.

1.2 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 at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

1.3 This policy should be read in conjunction with Shaw Education Trust's Equality Objectives, which outlines their broad responsibilities as an employer.

2. OBJECTIVES

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 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.

2.3 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, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community, whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do and to ensure that pupils and parents are fully involved in the provision made by the school.

2.6 To ensure that intervention, positive and preventative action is available to all where necessary.

3. GOOD PRACTICE

3.1 We strive to achieve a cohesive community and expect that children and staff respect one another and behave accordingly (see Staff Code of Conduct Policy), and that families feel fully engaged in the school community.

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities.

3.3 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.

3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Shaw Education Trust. 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 as they occur.

4. STRATEGIES

4.1 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.

4.2 Families and the Academy Council will be involved and consulted about the provision being offered by the school and their views will be sought to enrich teaching, learning and the curriculum

4.3 Teachers will ensure that the teaching and learning takes account of this policy, through appropriate learning opportunities linked to the SMSC and PSED curriculum.

4.4 The diversity within our school and the wider community will be viewed positively by all and it will be recognised as rich resource for teaching, learning and the curriculum.

4.5 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.

4.6 The positive achievements of all pupils will be celebrated and recognised.

5. OUTCOMES

5.1 This policy will play an important part in the educational development of individual pupils and will ensure that all pupils are treated equally and as favourably as others.

5.2 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 Equality Act 2010

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community, including staff visitors and on-site support. Appropriate support will be provided to those staff who feel that they have been discriminated against because of the above.

6. EQUALITY OBJECTIVES

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objectives 2020 – 2022

Objective	Success Criteria
<ul style="list-style-type: none"> Identify opportunities in the curriculum to look at other cultures and countries and to celebrate diversity. 	<p><i>Children will have experienced, and actively engaged with, a range of sensory experiences related to other cultures.</i></p>
<ul style="list-style-type: none"> Use collective worship as an opportunity to celebrate festivals from a range of cultures and countries. 	<p><i>Children will have accessed daily collective worship and reflected on key festivals during the year.</i></p>
<ul style="list-style-type: none"> Ensure that the school's Relationships and Sex Education curriculum promotes life in modern Britain and celebrates 'British Values' throughout the community. 	<p><i>Children from all backgrounds will have learnt how to build positive and safe relationships and understand how to thrive in modern Britain.</i></p>
<ul style="list-style-type: none"> To have due regard to the impact that a disability can have on a child's wellbeing and attendance in school. 	<p><i>Children will be well supported by a good wellbeing and mental health offer within school.</i> <i>Families will be supported to improve their child's attendance, with a shared</i></p>

	<i>understanding of how a specific disability may impact this.</i>
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