



# Single Equality Policy

## ESNE22

<b>Document Author</b>	Margaret Sloan
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<b>Authorised by:</b>	Zak McIlhargey
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# **King Edwin School**

## **Single Equality Policy**

### **Introduction**

The Equality Act of 2010 provided a cross-cutting legislative framework to bring together and simplify all previous legislation on equalities, protect the rights of individuals and advance equality of opportunity for all. The Act protects people from discrimination on the basis of 'protected characteristics' (these used to be called 'grounds'). The relevant characteristics for services and public functions are-

- race
- disability
- gender
- sexual orientation
- age
- religion or belief
- pregnancy and maternity
- gender reassignment
- marriage and civil partnership

King Edwin School is committed to the promotion of inclusion, equality for all and the celebration of social and cultural diversity within our school community.

### **Relevant Legislation-**

- Equality Act 2010
- KCSIE
- SEND Code of Practice
- Independent Schools Guidance

### **Aims of this Policy**

- To help the school to comply with the Public Sector Equality Duty (PSED), which is part of the Equality Act 2010.
- To ensure that all learners have equal access to a curriculum which meets their needs and enables them to achieve their full potential.
- To eliminate prejudice, discrimination and harassment of any kind, and work collaboratively with relevant partners to remove barriers to participation and learning.
- To promote, value and celebrate social and cultural diversity.
- To ensure that all learners, parents/carers, staff and other partners feel welcome, valued and respected in our school.

### **Roles and Responsibilities (School Management)**

- Ensure that the school complies fully with the Equality Act of 2010.
- Ensure that all pupils are provided with the necessary resources, experiences and support to enable them to participate fully in the life of the school and have equal access to all areas of learning.

- Develop systems to ensure that all pupils have ambitious but achievable learning targets, their progress in achieving these targets is tracked and reported at regular intervals, interventions to address underachievement occur at the earliest stage, and action plans are developed to address the underachievement.
- Plan, monitor, evaluate and review the curriculum to ensure that it supports, challenges and engages all learners and meets their needs.
- Support and challenge all staff to continually improve learning and teaching and meet the needs of all learners.
- Ensure that all staff understand equality, inclusion and diversity to allow for effective implementation of this policy.
- Seek opportunities to build learning experiences relating to inclusion, equality and diversity into the curriculum as appropriate e.g., multicultural education, antiracist education, LGBTQ education etc.
- Ensure that associated school policies are appropriately implemented, monitored and evaluated within King Edwin School in line with the Single Equality Policy.
- Ensure that self-evaluation activities include meeting the needs of different groups of all learners and plan for improvement.
- Monitor all referrals made by staff and record a written report of any incidents of bullying, discrimination, prejudice or harassment relating to any protected characteristic in the appropriate log (CPOMS/Progresso).
- Take appropriate action to address this issue which must include educational/ counselling activities, restorative practices, and contact with the parent/carer of the perpetrator and completion of the report within the log.
- Where the child or young person has behaved in this way in the past it may be decided to inform and involve partner agencies.
- Ensure that the curriculum provides opportunities for pupils to discuss disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation at an appropriate age and key stage.
- Seek opportunities to build learning experiences relating to inclusion, equality and diversity into the curriculum as appropriate.
- Ensure that communications with parents, carers and other partners are in line with this policy.
- Share the school's complaints procedures with all parents on an annual basis.

### **Roles and Responsibilities (All Staff)**

- Within King Edwin School all staff are expected to model the values, attitudes and behaviours in line with this policy.
- Adopt a zero-tolerance approach to prejudice including homophobic, disablist, racist and sexist language, attitude and behaviours.

- Participate in and build upon the inclusive ethos of our school characterised by mutual respect, equality and fairness, kindness and personal responsibility.
- Follow school reporting and other procedures where bias, discrimination, prejudice, harassment, stereotyping, or unfair treatment is witnessed.
- Have high expectations of all learners including those with a disability.
- Ensure that all parents/carers, partners and visitors to the school feel welcome, valued and respected.
- Attend training events in relation to the implementation of this policy as required.
- Take an active part in self-evaluation and improvement planning activities designed to meet the needs of all learners and promote inclusion, equality and diversity.
- Adopt an holistic approach to supporting each child or young person, cognisant of the fact that barriers to participation usually involve multiple factors.
- Track and monitor the progress of all pupils and intervene to meet individual needs and remove barriers to participation and learning as they arise.
- Provide differentiated tasks, activities and resources which support and challenge all learners to take an active part in their own learning and achieve their potential.
- Ensure that learning activities employ a range of learning and teaching approaches which meet the needs of learners with different learning styles.
- Ensure that all learning resources and activities, communications and assessment procedures are free from discrimination and bias and actively promote and celebrate diversity.
- Plan appropriate support for learners with educational needs to meet their short- and long-term targets and review and report on that progress at regular intervals.
- Implement strategies agreed with the learner, parent/carer, or other professional partners when supporting individual learners.
- Report all incidents of discrimination, including discriminatory / derogatory language, prejudice or harassment relating to the protected characteristics to the senior leaders using school procedures.

## **Complaints**

Complaints by pupils, staff and parent/carers should be made following school complaints procedures which are available for all parents/carers on an annual basis. Anonymous reporting of incidents is possible and should be supported. Complaints by staff can also be made using procedures outlined in the Employee Handbook.

## Monitoring and Evaluation

- Attainment and achievement data generated by school tracking systems, Examination Boards and other reporting procedures will be analysed and evaluated at regular intervals throughout the school year.
- Annual reports will be compiled relating to incidents of bullying, discrimination, prejudice or harassment and shared with staff, pupils and others as required.
- Records will be retained of complaints received and action taken to address these complaints to facilitate the production of annual reports, self-evaluation and improvement planning.
- Learners' and Stakeholders' views will be surveyed on an annual basis at the whole school level to identify perceptions of their treatment in relation to fairness, respect and safety, as well as the impact of policies to address bullying and promote positive behaviour.
- The progress of pupils with additional support needs will be monitored via EHCP plans, Annual Reviews, Reports and education review meetings.
- Monitoring of the progress of individuals and groups of learners will take place through SLT, teacher, personal tutor and peer observations and pupil focus group discussions.
- The school will also use other documents to evaluate our provision including advice issued by the Department for Education and Ofsted.