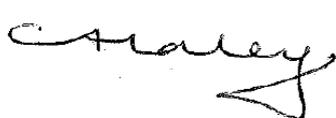


THE ARRETON & OAKFIELD FEDERATION

Single Equalities Policy

Date of Approval:	November 2019
Committee/FGB	Resources Committee
Responsible:	Colin Haley Executive Headteacher
Review Date:	November 2023 Annual Review of Objectives

Signed:  **Chair of Governors**

Signed:  **Executive Headteacher**

Date: 21st November 2019

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2 Statement / principles

The policy outlines the commitment of the staff at both Arreton St George's CE (Aided) and Oakfield CE (Aided) Primary Schools (Federation) and the 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 school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the Federation.

We believe that equality within 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 school community should feel safe, secure, valued and of equal worth. Within 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 developed as a result of discussion between different stakeholders.

2.1 Monitoring and review

The persons responsible for co-ordinating the monitoring and evaluation is the Executive Headteacher of the Federation, and the Heads of School for Arreton and Oakfield who are responsible for:

- Providing updates on equalities legislation and the schools' responsibilities in this regard;
- Working closely with the Chair of Governors
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs and Disability (SEND), Children in Care, Ethnic Minority including traveller and English as an Additional Language (EAL) children 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
 - Staff recruitment and retention
 - Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different groups of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for the Federation?

In light of the case law in this area and the obligations under the Equality Act 2010, we will consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that the Federation is free to adopt a uniform policy and can require their pupils to adhere to it. However, case law indicates that we must consider making exceptions or

changing our uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a Federation we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the Federation and the Governing Body.

For further information on accessibility please refer to the Federation's Accessibility Plan.

Race

Following government consultation inclusion of caste has now been integrated within the race protected characteristic. Across the Federation we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations within the Federation and wider communities of Oakfield and Arreton.

3 Policy commitments

3.1 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, through the PSHE Policy Statement and Guidance;
- 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 Federation and wider communities; including supporting British Values and celebrating multi-cultural diversity
- 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 promotion of British Values through PSHE and SMSC – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- The ongoing review of the Safeguarding and Child protection and E-Safety policies and procedures reflect our commitment to equality and diversity;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation, ethnicity (protected characteristics as defined by the Equality Act 2010) or social background. To secure the best possible outcomes we recognise that:

- Adults in the schools 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 schools 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 and to ensure that successful implementation of the requirements within the SEND Policy and SEND Offer available to all pupils in school
- A range of teaching methods to be used throughout the 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.

3.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of both school communities are instrumental in demonstrating mutual respect between all members of the respective school communities;
- There should be a feeling of openness and tolerance which welcomes everyone to each of the schools;
- Pupils are encouraged to greet visitors to the schools with respect;
- The displays around the schools will aim to reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the spiritual, cultural, 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 and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the schools to ensure that different groups of pupils can see themselves reflected in the school communities.

3.4 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.
- Ongoing professional development opportunities are maintained throughout each academic year enabling staff to develop and enhance the skills required to support the delivery of the curriculum which provides for the needs of the pupils

3.5 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 have nominated members of staff responsible for recording, reporting and monitoring incidents;
- The schools report to the Governing Body and the Local Authority on an annual basis the number of diversity related incidents recorded in the schools.

3.6 Promoting equality: Partnerships with parents/carers and the wider community

Both 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;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. English as an Additional Language (EAL), traveller or pupils with disabilities are made to feel welcome.

4 Responsibility for the policy

In our schools, all members of the school communities have a responsibility for the promotion of equalities.

4.1 The Governing Body has a responsibility for ensuring that:

- The schools comply with all equalities legislation relevant to their communities;
- The Federation's equality policy is maintained and updated regularly; and that, where appropriate, improvements related to equality are recorded in each school's accessibility plan;
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of Governors 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 in relation to these incidents

4.2 The Executive Headteacher and Senior Leadership Team has 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 and schemes, including the equality objectives;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the schools 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

4.3 All Federation staff have responsibility for:

- The implementation of the Federation's equalities policy and any supporting action plans and schemes;
- 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 Federation, local authority, or recognised training provider.

4.4 Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our Federation. 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 school community and used to make any necessary improvements and or changes to draft policies/procedures/ action plans etc.

5 Equality objectives 2019 – 2023

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Whole Federation training to include Governors	Highly trained and motivated staff and Governors Staff, Governors aware of: Public Sector Equality Duty (PSED) Section 147 - Equality Act 2010 PREVENT Duty – Counter-Terrorism and Security Act 2015 Monitoring of the number of reported diversity incidents.	CPD Equality and Diversity Refresher training Prevent Training Ongoing – termly report to LA	EHT/HOS	<i>This column needs to be updated throughout the year and progress reported to GB</i> PSED training within equality and diversity training PREVENT training – Whole school training Sept 19
2	Leadership and Management	Successful pupil progress	Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps	HT/SLT/GB	Data is collected throughout the year and presented to the Governing Body through the Education & Standards Committee. Pupil progress meetings held throughout the academic year.
3	Teaching and Learning	Equality of opportunity and recognition of diversity are promoted through teaching and learning. Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils.	Proportion of observations that include the positive promotion of E&D E&D is seen as good or best practice Promotion of British Values within the curriculum and collective worship opportunities RSE curriculum reviewed Autumn 19 for consultation Spring 20	All staff	Developed through PHSE policy and guidance available to staff. British Values promoted through curriculum delivery. British Values training for Federation staff and provision of resources. Spring 20 consultation prior to ratification. In place by Jul 20.

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	Personal Development, Behaviour and Welfare of Pupils (PDBW)	<p>Good attendance for all pupils – in line with national figures</p> <p>Improved attendance for low attenders</p> <p>Good pupil behaviour, including regular review of behaviour policy and procedures</p> <p>Good safeguarding policy and procedures in place.</p> <p>Good E-Safety policy and procedures in place.</p> <p>PREVENT awareness and procedures embedded across the school.</p>	<p>Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT Self-Assessment</p> <p>Further promote the schools' response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process Awareness/training sessions for staff, governors and students within the current academic year</p> <p>Ongoing support to School Council</p> <p>SENCO activity to ensure all pupil referrals and actions are communicated, actioned, reviewed and follow-up</p> <p>SEND, LAC, pupils with a disability and/or with medical/mental health needs are met and communicated</p>	All staff /GB	<p>Policies reviewed as part of the annual review cycle.</p> <p>Training for staff on British Values and the PREVENT agenda.</p> <p>SENCO and Designated Safeguard Lead has regular meetings with staff, pupils and families to support pupil personal development and welfare.</p> <p>EHCP plans are developed and reviewed with external agencies and families on an ongoing basis to ensure appropriate level of provision in both schools and referrals made as required.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	Outcomes for pupils	<p>Pupil achievement and progress is in line with age expectations.</p> <p>Pupils are secure in their breadth and depth of knowledge, understanding and skills.</p> <p>Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points</p> <p>Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p>	All staff / GB	<p>Ongoing teacher assessment to enable tracking of pupil achievement and progress. Reports to Governing Body on ARE.</p> <p>Additional support required is provided through individual work plans for pupils.</p>

6 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy and Statement
- Safeguarding and Child Protection Policy
- E-Safety Policy

7 Appendix

7.1 Glossary of Terms

<ul style="list-style-type: none">• Equality Act 2010• SEAL• SEND• KS• EIA• SIP• SEF• Protected Characteristic	<p>40 years of equality and diversity legislation developed and harmonised into a single piece of legislation</p> <p>Social and Emotional Aspects of Learning</p> <p>Special Educational Needs and Disability</p> <p>Key Stage</p> <p>Equality Impact Assessment</p> <p>School Improvement Plan</p> <p>School Evaluation Framework</p> <p>As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation</p>
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