



Single Equality Policy

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Why we have developed this Equality Policy

This Equality Policy for Stockwell Academy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

We currently have 375 pupils.

51% Girls - 49% Boys.

66% of our pupils have free school meals.

20% of our pupils have Special Educational Needs.

6.5% of our pupils have an ethnic minority background

Overall aims of our Equality Policy

- o To eliminate discrimination, harassment and victimisation.
- o To promote equality of access and opportunity within our school and within our wider community.
- o To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

◦ Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.

◦ Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.

◦ Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.

◦ Social cohesion within our academy and within our local community.

◦ Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.

◦ Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.

◦ Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Our vision statement about Equality

Stockwell Academy seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence through a Restorative Practice approach to building community.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of

individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies.

- preparation for entry to school

- school policies

- breaks and lunchtimes

- the provision of school meals

- interaction with peers

- opportunities for assessment and accreditation

- exam arrangements

- behaviour management approach and sanctions

- exclusion procedures

- school clubs, activities and school trips

- the school's arrangements for working with other agencies

- preparation of pupils for the next phase of education

- learning and teaching and the planned curriculum

- classroom organisation

- timetabling

- grouping of pupils

- homework

- access to school facilities

- activities to enrich the curriculum, for example, a visitor to the school or school visits

- school sports

- employees' and staff welfare

The roles and responsibilities within our school community

Our SENCO will:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
- oversee the effective implementation of the policy.
- ensure staff have access to training which helps to implement the policy.
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement

Plan (SIP)

- support the SENCO in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the SENCO, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability.
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the

Equality Policy.

- o have access to the policy through a range of different formats appropriate to their requirements.
- o be encouraged to actively support the policy.
- o be encouraged to attend any relevant meetings and activities related to the policy.
- o be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- o be involved in the development of the Equality Policy
- o be fully aware of the policy and how it relates to them
- o understand that this is a whole school issue and support the policy
- o identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- o be involved in the development of the Equality Policy
- o be encouraged to support the policy
- o be encouraged to attend any relevant meetings and activities related to the policy.

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

o Our pupils:

Through our PSHE curriculum, assemblies, Pupil Leadership Team.

o Our staff:

Staff meetings, discussions, SLT meetings

o Our school governors:

Local Governing Committee meetings

o Parents/carers:

Website, newsletters, feedback from meetings and questionnaires.

How we developed our Policy - Using information.

We have used data and other information (pupil premium / SEND register/ ethnicity characteristic of academy) about our school as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

We have taken a step-by-step approach to equality analysis as set out below:

1) Identifying who is responsible for the equality analysis?

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support (i.e the subject leader or member of staff responsible for writing a policy)

2) Establishing relevance to equality

We ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

3) Scoping our equality analysis

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis.

Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our

analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

4) Analysing our equality information

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

5) Monitoring and review

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.

6) Decision-making and publication

Equality analysis is an ongoing process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Eg Health partners, Police, Barnardo's.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with SALT (Sentamu Academy Learning Trust) and with the Local Authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

o Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?

o If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

Our Staff

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We have disabled access- disabled parking bay, disabled toilets in both the Foundation Stage and the main school. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.

We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, and negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring and reviewing

This policy was written on 8th May 2017. It will be actively promoted and disseminated on our website.

Implementation, monitoring and review are the responsibility of our Senior Leadership

Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed within a two year cycle.

Single Equality Scheme 2017-2021

Equality objective 1

Outcomes		Measured by
To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.		Pupil interviews show that pupil's SMSC understanding shows greater depth. Improved value added data.
Activity	Lead Officers	Progress Milestones
Ensure the SMSC policy is inclusive and supports the embedding of strong relationships throughout the academy community. Provide staff training on how to encompass SMSC in all aspects of academy life. Reviews of key policies to include reference to Single Equality Scheme	Head Teacher PSHE leader Class Teachers	All staff, pupils, parents and governors are aware of Single Equality Scheme

Equality objective 2

Outcomes		Measured by	
<p>To promote the understanding of community within the academy, in the local area and in a global context.</p> <p>We aim to meet this objective through the consistent use of a Restorative Practice approach.</p>		<p>Pupil and parent questionnaires.</p> <p>Pupil voice indicates that children can articulate their clear understanding of the value of different and diverse communities, including their own.</p>	
Activity	Lead Officers	Progress Milestones	
<p>Provide opportunities for staff and children to work with other RP schools to develop practice in implementing RP circles. Ensure all classes undertake check in and check out circles within their classroom community. Develop a Communities Policy that allows children to explore the meaning of community and the value each community can bring.</p>	<p>Head Teacher</p> <p>Class Teacher</p> <p>Emotional Well-being Officer</p>	<p>An inclusive Community policy supports all stakeholders in the academy.</p>	

Equality objective 3

Outcomes		Measured by	
<p>To narrow the gap between boys' and girls' attainment in writing in the primary phase (FS1 – Y6).</p>		<p>Improved attainment</p> <p>Improved value added data.</p>	
Activity	Lead Officers	Progress Milestones	

Collate and analyse data relating to attainment by target group. Identify strategies to improve the attainment of boys' writing	Head Teacher S.L.T. Class Teachers	Class teachers provide data for pupil progress meetings. SLT and Head use data to analyse progress and identify areas for improvement. Writing throughout the academy is monitored regularly.
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