



SINGLE EQUALITY POLICY

Approved: November, 2014

Review Date: November, 2017

At Southway Junior School we are committed to promoting equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Southway Junior School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community

The school's statutory duties and responsibilities are outlined in Appendix 1.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the three yearly review of this policy in 2017

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.

We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflect the diversity of the communities that the school serves.

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The school also recognises:

- that some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- that some members of our society have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing residents to adapt to each other

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

The key stakeholders that have been and are continually to be consulted are, Pupils via the School Council and Pupil questionnaires, Parents via questionnaires, and Staff via questionnaires and staff meetings. The Governing Body will also be consulted and Union Representatives where relevant.

The single equality policy should be considered alongside our other school policies, but specifically the following policies:- SEN Policy and Local Offer, Personal Social Health & Citizenship Education Policy, and Behaviour and Discipline Policy.

The schools Vision/ Values statement “Learning and Achieving Together” and our status as a Rights Respecting School, also reflects our aim to promote equality.

The context of our school

The context of our school is outlined in section 1 of the School Evaluation Form (SEF). The staff and governors are committed to make reasonable adjustments to equality objectives as our intake and community changes. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

The SEF summarises our improvement priorities and draws on the following information:

- A description of our community and breakdown of our pupil/ student population by ethnicity, disability, gender, religious belief and socio-economic background;

Southway aim to build an inclusive school where:-

- Everyone is made to feel welcome, valued and that their contribution is important.
- There is a common vision and sense of belonging by all communities
- The diversity of peoples’ background is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and are developed in the school and wider community
- Teaching is planned with the learning of all pupils in mind
- There are high expectations of all pupils



Reporting and reviewing this policy

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

At each Full Governing Body meeting the Head Teacher report lists all incidences of inequality. This allows the Governing Body to act accordingly and in a timely manner at the earliest instance.

Complaints

Complaints by staff will be dealt with under the WSCC Model Behaviour in the Workplace Policy for all school based staff (adopted by the GB on May 2007 and is due for review at the November 2014 Full Governing Body Meeting.

Publication

This policy is available electronically on the school website, in hard copy on request at the school office or in the staff handbook and governor induction packs.

Aspects of our school life that are examined for their relevance to equality		
	Accountability	When / How
The school's mission statement and core values	Headteacher	Regularly
Our Values statement states that Every Child matters. Disability is referred to in our Local Offer and SEN Policy.	Headteacher SENCo Staff and GB	Regularly
Equality priorities in the school's improvement / development plans	Senior Leadership Team & GB	Annual Review
Equality statements evident in all policies but particularly: behaviour, attendance, collective worship, target setting, teaching and learning, performance management	Senior Leadership Team & GB	
Ethnicity, disability, gender equality reflected in language and images in school documents / website/ SEF/ classroom displays	Senior Leadership Team & GB	
Tolerance levels of inappropriate language or behaviour clear in staff handbook and school behaviour policy / GB protocols with processes for challenging inappropriate language or behaviour (WSCC Confidential Reporting and Behaviour in the Workplace policies adopted and known to all)	Senior Leadership Team & GB	
Opportunities for different viewpoints to be expressed and voices to be heard are part of the school's staff and governors' corporate culture	Senior Leadership Team & GB	
The curriculum themes and content reflect diversity Events and activities set up to celebrate diversity	Senior Leadership Team & GB	
Our Rights Respecting Charter is clear that respect for others should be consistently evident and promoted in daily school life as well as in RE, PSHE and citizenship.	Senior Leadership Team & GB	

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Educational visits, school trips and out of school activities	Senior Leadership Team & GB	
History of inequality and oppression evident in the curriculum	Senior Leadership Team & GB Curriculum Leaders	
Learning about human rights evident in the curriculum School links and partnerships	Senior Leadership Team & GB Curriculum Leaders	
The processes for monitoring and supporting the learning of all pupils, including key groups such as pupil premium and SEN, raises questions and evaluates any actions used to address disadvantage or unfairness. The performance data presented to the School Improvement Partner for moderation takes account of the needs of individuals and groups who might be subjected to barriers in their learning	Senior Leadership Team & GB	Data analysed for the SIP SDR visit
Processes and planning for differentiation / personalisation in lessons plans making all learning opportunities meaningful and relevant to all pupils.	Senior Leadership Team & GB	Quality of provision reports to HT and GB
The processes for monitoring and supporting inclusion / avoiding exclusion for all pupils	Senior Leadership Team & GB	
Issues of interpretation and translation for those not fluent in English	Senior Leadership Team & GB	
Policy on school uniform, particularly allowances for cultural identity	Senior Leadership Team & GB	
Parental participation / hard to reach groups or individual families regarding their children's progress	Senior Leadership Team & GB	
Parental participation and engagement in other aspects of school life	Senior Leadership Team & GB	
Ethnic diversity and welcoming people with disabilities in workforce and GB.	Senior Leadership Team & GB	
Monitoring all aspects of employment, including recruitment, disciplinary issues and complaints	GB Staffing committee	When restructuring staffing or recruiting
Monitoring allocation of responsibilities, professional development and progression of all staff with specific consideration of the need to have any objectives to address the causes of any gender pay gap	Senior Leadership Team & GB	
Prominence of ethnicity/ disability equality in staff training and professional development	Senior Leadership Team & GB	
Pupil representation and participation in all aspects of school life	Senior Leadership Team & GB	
With specific reference to The Single Equality Act, 2010, governors hold the headteacher to account for ensuring that the school development plan contains objectives that demonstrate how the school will fulfil its general and specific duties i.e. involve people with disabilities in producing these, show that action has taken place and that progress is reported on.	Senior Leadership Team & GB	



When reviewing this policy, staff, governors and other stakeholders discuss the importance of terminology and understand the distinction between "People with disabilities" (social model of disability) and "disabled people" (medical model of disability). Seek advice when there is disagreement or confusion over medical and social models of disability	Senior Leadership Team & GB	
With specific reference to The Single Equality Act, 2010 <ul style="list-style-type: none"> tackle unlawful discrimination by keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how these are responded to deal with complaints of discrimination and harassment speedily, notify complainants of the outcomes and action taken and inform WSCC. 	Senior Leadership team & GB	SEF
With specific reference to the duty to promote community cohesion: The GB and staff take action to identify which aspects of school life already contribute to this, agree where there are areas of development, set targets and evaluate impact. Reflect or collate the progress made in the school's own reporting systems, highlighting any actions taken to removing barriers within or beyond the school	Senior Leadership Team & GB	

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