



Single Equality Policy

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1 Statement / principles

The policy outlines the commitment of the staff at the Island Learning Centre (ILC) and the Management Committee to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, management committee members and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through 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. Within our School, 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.**

1.1 Monitoring and review

The persons responsible for co-ordinating the monitoring and evaluation is the Headteacher and Deputy Headteacher, who are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the Chair of the Management Committee
- 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, Minority Ethnic 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

1.2 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 group 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 ILC?

In light of the case law in this area and the obligations under the Equality Act 2010, we should 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;
- 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 management committee members.

It remains the case that the ILC 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 their 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 school 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 school and the management committee.

For further information on accessibility please refer to each school Accessibility Plan.

Race

Following government consultation inclusion of caste has now been integrated within the race protected characteristic. Across the ILC 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.

2 Policy commitments

2.1 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 school 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

2.2 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 school 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 school 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 school 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.

2.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school 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 school;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school 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 school to ensure that different groups of pupils can see themselves reflected in the school community.

2.4 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.

2.5 Promoting equality: Countering and challenging harassment and bullying

- The school counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and the management committee;
- The school has 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 school reports to the Management Committee and the local authority on an annual basis the number of diversity related incidents recorded in the school.

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

The school aims 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. EAL, traveller or pupils with disabilities are made to feel welcome.

3 Responsibility for the policy

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

3.1 The Management Committee has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to their communities;
- The school's equality policy is maintained and updated regularly; and that, where appropriate, improvements related to equality are recorded in the school's accessibility plan;
- The actions, procedures and strategies related to the policy are implemented;
- The Chair of the Management Committee will have an overview, on behalf of the Management Committee, 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

3.2 The Headteacher's and senior leadership team has a responsibility for:

- In partnership with the Management Committee, 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 school 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

3.3 All school staff have responsibility for:

- The implementation of the school 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

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- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

3.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. Annually as part of this policy the action plan (see section 4) will be updated as activity is undertaken and data published annually to enable equality analysis (equality impact assessment) to be undertaken by the headteacher and scrutinised by the management committee. 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.

4 Equality objectives and action plan 2016 – 2020

Ref	Objective	Success criteria	Activity	Lead	Progress
1	Whole school training to include the Management Committee	Highly trained and motivated staff and Management Committee. Staff, Management Committee 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	HT	<i>This column will be updated as appropriate and reported annually to the Management Committee. (MC)</i>
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	
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	All staff	

Ref	Objective	Success criteria	Activity	Lead	Progress
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 school's 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, MC members 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 /MC	

Ref	Objective	Success criteria	Activity	Lead	Progress
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 / MC	

5 Related Documents

- Guidance on equality, diversity and governance
- Behaviour Policy
- Curriculum Policy and Statement
- Safeguarding and Child Protection Policy
- E-Safety Policy

7. Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and harmonised into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	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
