

## MARKET DRAYTON INFANT & NURSERY SCHOOL SINGLE EQUALITY POLICY 2015

This policy is underpinned by the school's values: Respect, Independence, Communication and Enjoyment.

### **1. OVERVIEW**

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

### **2. AIMS**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

### **3. GOOD PRACTICE**

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities. We support the UN Convention on the Rights of the Child (as evidenced through the school's work on Rights Respecting Schools), the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

#### **4. STRATEGIES**

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. Parents and governors will be involved and consulted about the provision being offered by the school. Teachers will ensure that the teaching and learning takes account of this policy. The diversity within our school and the wider community will be viewed positively by all. Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum. Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy. Contributions will be sought from parents and others to enrich teaching, learning and the curriculum. The positive achievements of all pupils will be celebrated and recognised.

#### **5. OUTCOMES**

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

#### **6. EQUALITY OBJECTIVES**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives. (See appendix)

#### **7. POLICY REVIEW**

This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle. Next review due autumn 2016.

Priorities 2015-16

Action	Links to aims of policy	Success Criteria	Measured/Evidenced by	Time Scale
As the curriculum is revised ensure that there are opportunities to look at other cultures/countries and there is reference to Rights Respecting Schools.	<ul style="list-style-type: none"> <li>To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.</li> <li>To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.</li> <li>To eliminate any discrimination, harassment and victimisation.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum has clear links to other cultures and religions</li> <li>Opportunities are planned to broaden horizons</li> <li>There are clear links to school, British and Co-operative values within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum audit linked to British Values</li> <li>Long term plans - evident on website</li> <li>SMSC website</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing but main focus for 2015-16</li> </ul>
Ensure that children experience a range of cultural diversity locally, in the UK and globally.	<ul style="list-style-type: none"> <li>To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.</li> <li>To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.</li> <li>To eliminate any discrimination, harassment and victimisation.</li> </ul>	<ul style="list-style-type: none"> <li>Two year rolling programmes of celebration of festivals, including links to cultures in school.</li> <li>Clear links with the local community including Royal British Legion, Over 50s club, local churches</li> <li>Links to develop UK cultural awareness including Sikh Temple visit, Stoke visit, Divali</li> <li>Support for international aid</li> </ul>	<ul style="list-style-type: none"> <li>Two year rolling programme of festivals in place</li> <li>Opportunities of working with local community evidenced on website and SMSC boards</li> </ul>	<ul style="list-style-type: none"> <li>Autumn term for rolling programme</li> <li>Ongoing links with local community</li> </ul>
Review and update the school behaviour policy and anti-bullying policy	<ul style="list-style-type: none"> <li>To eliminate any discrimination, harassment and victimisation.</li> <li>To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Review of School Behaviour Policy and anti-bullying policy completed to include pupil and parent voice</li> <li>New Policy disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Policies revised and placed on website</li> </ul>	Summer Term 2016

	<ul style="list-style-type: none"> <li>To recognise and celebrate diversity within our community whilst promoting community cohesion.</li> <li>To ensure that pupils and parents are fully involved in the provision made by the school.</li> </ul>			
Robust systems for monitoring pupil progress in place and monitored regularly.	<ul style="list-style-type: none"> <li>To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.</li> <li>To eliminate any discrimination, harassment and victimisation.</li> <li>To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.</li> <li>To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis shows equality of attainment/progress for all Identify groups and individuals at risk of underachievement and plan intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Pupil Premium report</li> <li>Pupil Progress meetings</li> <li>Provision Maps</li> </ul>	Termly assessment reporting and progress meetings. Provision maps termly.
To further parental voice in the school through use of workshops, understanding your child course and family learning.	<ul style="list-style-type: none"> <li>To ensure that pupils and parents are fully involved in the provision made by the school.</li> <li>To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>2 focused workshops in first term for Reception - trial</li> <li>Workshops in Y1/2 for parents in autumn term for literacy and spring/summer for maths</li> <li>Aim for &gt;90% uptake</li> <li>Understanding your child course</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of attendance at workshops and impact on the ability to support children at home</li> <li>Feedback from understanding your child course</li> </ul>	Termly workshops 2 x Understanding Your Child course & one workshop to include Longlands Pre School