

Kennel Lane School

Single Equality Policy



Note – This policy should be read in conjunction with the school’s Accessibility Plan.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). These specific characteristics are sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age, marital status and civil partnerships.

As a school these protections impact directly on our learners and those who seek admission; their parents and carers, our staff and those who we are seeking to appoint; our professional partners; and the wider community with whom we come into contact.

The Act requires schools to comply with the following duties:

The Public Sector Equality Duty requiring all public sector organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Publish information showing compliance with the Equality Duty.

Publish Equality objectives that are specific and measurable every four years.

This policy describes how the school is meeting these statutory duties and is in line with local and national guidance.

This policy is the key document setting out our approach to equalities in line with the Public Sector Equality Duty. That approach, however, permeates other documentation such as our school improvement plan, our self-evaluation statement, information that we publish on our website and so on. Relevant policies recognise our approach and the minutes of our meetings reflect discussions that we have about relevant issues.

The Equality Act also applies to schools as employers and so policies relevant to our duties signal our commitment to a non-discriminatory approach and fair treatment.

Aims and ethos

Kennel Lane School is an inclusive school where we believe that true equality means ‘treating people differently’.

For us, treating people differently is the best way of ensuring equality of opportunity. It does not mean that one person gets special treatment at the expense of another but it is about ensuring that each individual is given a fair chance to achieve his or her potential and barriers to doing this are removed. It means treating everyone equally on their merits and not treating anyone unfairly because of their difference.

- We value all of our learners, and other members of the school and wider community equally regardless of their specific characteristics.
- We believe that diversity is an asset and we recognise, respect and value difference. We take difference into account and seek to remove barriers that it may present.
- We foster positive attitudes and relationships between groups and communities different from each other
- We encourage a shared sense of cohesion and belonging within the school and the wider community
- We ensure good equalities practices for our staff
- We have the highest expectations for our learners, working to raise standards for all and taking particular care of the needs of the most vulnerable.

Actions to eliminate discrimination, harassment and victimisation

The way in which we provide education for our learners and access for them to the facilities and services provided by Kennel Lane School are guided by our approach to equalities issues. We actively promote equality and diversity through the curriculum and by creating an environment that promotes respect for all members of our community.

In developing or revising policies and procedures, we take account of the impact that such might have on different groups and consult accordingly.

We monitor admissions to Kennel Lane School to ensure that there is no discrimination and that our procedures remain fair and transparent. Similarly we monitor behaviour and attendance, with appropriate emphasis on recognising the needs of individual pupils and 'treating people differently'.

We have clear policies relating to bullying and harassment, with appropriate monitoring and reporting arrangements to governors and the Local Authority.

With respect to our staff, we adopt best practice in recruitment procedures and monitor these carefully along with procedures relating to promotion, pay and training.

Actions to advance equality of opportunity between groups

We know our school community well and collect and analyse data to inform our planning and identify targets for school improvement.

Data is used to monitor the progress and outcomes of different groups of pupils and through analysis we take action to close gaps developing focussed approaches and targeted funding such as that provided through the Pupil Premium or through the differentiated Needs Weighted Pupil Units of funding (NWPU).

Our pupils have equal access to a broad and balanced curriculum, and we actively seek to remove barriers to participation: we are continuously addressing issues relating to the physical environment of our school. We use a range of teaching strategies to ensure that we meet the needs of all of our pupils and have created two resource bases in Primary – Gems (focussing on independence and communication) and Garnet (supporting 'small steps' in KS1) and a Secondary Resource Centre - that are designed to support individual progress.

One of our targets is to ensure that communication about school life is accessible to all members of our parent /carer community.

We treat all of our school community as individuals and are alert to the potentially damaging effect of negative language to describe an individual or a group thus inadvertently affecting expectations.

Actions to foster good relations between different groups

In preparing our learners for life in a diverse society, we deliver activities across the curriculum that promote their spiritual, moral, social and cultural (SMSC) development. Through regular assemblies, themed activities at particular points in the school year, PSHE and activities in class groups such as circle time, the curriculum promotes tolerance and respect for people of other faiths, cultures and lifestyles.

The Curriculum Management Team monitors the way in which pupils experience this aspect of our curriculum across the school. The Governors Curriculum Committee supports this work.

Our school ethos and values mean that we always challenge prejudice when expressed through discriminatory language, attitudes or behaviour. Incidents are rare but when they do occur we use them as a learning opportunity whilst not precluding disciplinary action if necessary.

Other actions that support our approach

We listen to our learners, staff and governors, parents and carers, professional colleagues and other visitors to our school. We analyse the outcomes from the Annual Reviews that take place for all of our learners and respond to any issues as they emerge. We monitor any complaints that are received by the school and where they relate to this policy we will consider how improvements to our practice can be made.

We are active in our local community, knowing that we play a significant role in preparing our students for life beyond school in a context that will welcome them.

Roles and responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy is implemented. Each of our four committees has aspects of its work that relate to the delivery of the Equality Duty. In reviewing policies, account will be taken of the impact on different groups.

Headteacher

The Headteacher is responsible for implementing policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination, harassment or bullying. The Headteacher also has overall responsibility for ensuring that communication with parents and carers is accessible to all.

Teaching and non-teaching staff

All staff will promote an inclusive and collaborative ethos in their classroom(s); challenge prejudice and discrimination; deal fairly with any incidents that may occur; plan and develop lessons that reflect the school's principles, for example by providing materials that give positive images in terms of disability, race and gender; have the highest expectations of success for all pupils; and support individual pupils through differentiated planning and teaching.

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equalities.

Equality of opportunity in employment

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

To that end, we will ensure that staff are recruited and promoted on the basis of ability and other objective relevant criteria. We follow appropriate legislation, ensure that those participating in decision-making are appropriately trained, and monitor applications to provide evidence in support of fair and effective recruitment processes. Our appraisal processes also reflect these principles.

We aim to recruit a workforce that is representative of the community that it serves so we undertake to communicate vacancies widely.

Equality Objectives

The four current objectives are;

1. To communicate effectively with parents and carers who have English as an additional language;
2. To ensure the school environment is modified to make it more accessible;
3. To have a clearly mapped school website which is easily accessible;
4. To ensure that the clothing our young people wear to school is appropriate and prepares them for the future.

Review

We will review this policy annually. The information that is generated from our monitoring activities will be used as the basis for making adjustments.

Reviewed and Revised:	January 2018
Approved by Governing Body:	22 October 2014
Responsibility for Implementation and Review:	Headteacher and Staffing Committee
Date of Next Review:	Spring Term 2019