

# SINGLE EQUALITIES POLICY

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## Aims

Equality of opportunity at the Northworthy Trust (the Trust) is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – students, staff, governors, parents and community members.

We aim to promote equality of opportunity and good relations across all aspects of school life and we do this by:

- Creating an ethos in which students and staff feel valued and secure;
- Building self-esteem and confidence in our students, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Having consistent expectations of the students and their learning;
- Removing or minimising barriers to learning, so that all students can achieve;
- Ensuring that our teaching takes into account the learning needs of all students through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our students what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Having clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- Ensuring all students develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that the Trust meets the needs of all of its community, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

## The Trust's Commitment to Equality for All

- Ensuring that all students and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing students for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making schools a place where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within the schools and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

## Mapping to Strategic Plan

### Pledge 4:

**To respect and celebrate the diversity of our community, treating all individuals fairly and ensuring that no individual is unjustly discriminated against.**

## Trust Ethos

The Trust opposes all forms of racism, harassment, prejudice and discrimination. The Trust publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within all our schools.

Staff in the Trust foster a positive atmosphere of mutual respect and trust among pupils from all groups and ensures that:

- each school caters for the dietary and dress requirements of different groups, subject to health and safety regulations.

- Each school enables students and staff to celebrate festivals and other events relevant to their particular diversity and actively encourages all students to understand these.
- clear procedures are in place to ensure that staff always deal with forms of bullying and harassment promptly, firmly and consistently.
- all forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- students, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- staff will access training to allow them to deal effectively with bullying, discriminatory incidents, harassment and prejudice.

## 2018-2109 Equality Objectives

Each year the Trust will set specific equality targets to improve the provision set out within this policy.

Objectives for 2018-2019 are:

1. To review the teaching and learning provisions for children with English as an additional language. Ensure bi-lingual resources are available, ensure teaching processes follow researched means of acquisition and undertake appropriate staff training.
2. To further improve accessibility for students with medical conditions within schools.
3. Arrange appropriate provisions and training for staff.

The Trust will meet its aims and objectives by ensuring that:

### Leadership & Management

- School policies reflect a commitment to equal opportunities.
- Local Governing Bodies and the school leadership set a clear ethos that reflects the school's commitment to equality for all members of the school community.
- Schools promote positive approaches to valuing and respecting diversity.
- School leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- Governors and Staff contribute to policy documents. Parents can request to see policies and have their views taken note of.

### Staffing: recruitment and professional development

- Schools adhere to recruitment and selection procedures that are fair, equal and in line with statutory duties.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all students.

The curriculum builds on students' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys and girls;
- Students learning English as an additional language;
- Students from minority ethnic groups;
- Students who are gifted and talented;
- Students with special educational needs;
- Students who are looked after by the local authority;
- Students who are at risk of disaffection and exclusion.

Each school monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students.

Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

## Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which students feel all their contributions are valued and all students have access to the mainstream curriculum and that:

- Teaching is responsive to students' different learning styles and takes account of students' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Student grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender, SEN and social background.
- Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers encourage students to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of students, promoting diversity and challenging stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## Assessment, Achievement and Progress

All students have the opportunity to achieve their highest standards.

- Baseline assessment is used appropriately for all students.
- Schools ensure that assessment is as free of gender, cultural and social bias as possible, and that assessment methods are valid.
- Schools monitor and analyse student performance by gender, ethnicity, SEN and those entitled to Pupil Premium, to be able to identify groups of students where there are patterns of underachievement, ensuring that action is taken to counter this.
- Staff have high expectations of all students and they continually challenge them to extend their learning and achieve higher standards and schools recognise and value all forms of achievement.
- Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on progress.
- All students have full opportunities to demonstrate what they know, understand and can do, thus benefitting from assessment that summarises what they have learnt.
- Information from assessment is used to inform future learning.
- Staff will use a range of methods and strategies to assess student progress.

## Behaviour, Discipline and Exclusions

- The Trust expects high standards of behaviour from all students.
- School's procedures for disciplining students and managing behaviour are fair and applied equally to all.
- The Trust recognises that having a protected characteristic may affect behaviour and schools take this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline as stated within the school's behaviour policy.
- Students, staff, parents and governors are aware of procedures for dealing with harassment. They know that any language or behaviour that is damaging to any minority group is always unacceptable.

## Personal Development and Pastoral Care

- Pastoral support takes account of differences, and the experiences and needs of all individuals.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

## Admissions and Attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all students, so that students from particular groups are not disadvantaged.
- Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.
- The schools and families are aware of rights and responsibilities in relation to student attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provisions will be made for leave of absences for religious observance that includes staff as well as students.
- Provision will be made for students on extended leave so that they are able to continue with their learning.

## Partnership with Parents and the Community

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school.
- School work in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- School's premises and facilities are equally available and accessible for use by all groups within the community.

## Responsibilities

The Local Governing Body and Headteacher will ensure that their school complies with all relevant equalities legislation and ensure that the policy and related procedures and strategies are implemented. The Headteacher in each school will ensure that all staff members are aware of their responsibilities under the policy.

## Monitoring and Review

This policy will be regularly monitored and reviewed by the Trust, to ensure that it does not disadvantage particular sections of any school community.