



THE
WESTCLIFFE
FEDERATION

Single Equality Scheme Policy

Approved by:

Governing Body

Date: October 2020

Next review due by:

October 2022



Introduction

This policy statement outlines the commitment of the staff and Governors of the Westcliffe Federation to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the school (including various external agencies)
- Students on placement.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

This policy statement reflects the consensus of opinion of the whole school community. It has been drawn up as a result of discussion within a working party made up of representatives of teaching and non-teaching staff, parents, governors and pupil representatives.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping this area at a high level of priority at all times and in all areas, is that of the Executive Head Teacher, Mrs Nicola Bond.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

Ethnicity

Gender

Social background

Ability/Disability

Race, Religion or Belief

Age

Social-economic background

Marital status

Pregnancy and Maternity

Sexual orientation.

Gender reassignment. (The Executive Head Teacher has participated in a working group around this area)

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

In the context of the school we feel the most appropriate definition is that:

**Equal opportunity is the right of everyone to equal chances,
and each individual is respected for who they are. Reasonable adjustment should be made for
those children who are in need.**

Statutory requirements

The equality objectives at the end of the policy, address our duties under current equality legislation, up to and including the Equality Act 2010.

The accessibility plan produced by the Federation, addresses our duty under the Special Educational Needs and Disability Code of Practice September 2014.

EYFS

Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making positive contribution to society. Practitioners should focus on each child's individual learning, development and care needs by:

- removing or helping to overcome barriers for children where these already exist;
- being alert to the early signs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary;
- stretching and challenging all children.

"All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning development."

Ethos and Atmosphere

Across the Federation we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the schools with friendliness and respect.

The displays around the schools are of high quality and reflect diversity across all aspects of equality of opportunity.

Adaptations have been made to allow disabled visitors access to the Reception areas and main corridors. The schools have disabled toilets for use by pupils, staff and visitors.

Provision is made to cater for the spiritual needs of all the children through planning of both worship and classroom activities.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils are actively involved in their own learning.

The Taught Curriculum

At all schools we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes.

Our planning takes account of the differing needs of pupils and their progression.

We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. These evaluations are completed by the SLT and all staff.

Resources and Materials

The provision of good quality resources and materials across the Federation is a high priority. These resources should:

- reflect "the reality of an ethnically and culturally diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes

- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At all schools our environments are not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:

- Inviting visitors into school from different cultures
- Arranging visits to different worship buildings Eg. Synagogue
- Using resources from the Shropshire Library Service
- Listening to music from different cultures during assemblies
- Learning about different cultures during RE lessons

Extra-curricular provision

It is the policy of this Federation to provide equal access to all activities from an early age Eg girls playing football.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg sports coaches, visitors).

Provision for Bilingual pupils

At all schools we undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected. The Local Authority Multicultural Team supports schools with this.

Responsibilities

One named governor – Mrs Eve Whitmore(Chair) takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Head Teacher and SLT across the Federation are responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality, British Values and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mrs Nicola Bond (Executive Head Teacher) is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policies.

Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.

We recognise the need for positive role models and distribution of responsibility among staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour Eg unwanted attentions (verbal or physical) to both children and staff unwelcome or offensive remarks or suggestions about another person's appearance or character. The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy, Anti-bullying Policy, Staff Code of Conduct).

Community Cohesion

We aim to work in partnership with parents to help all pupils to achieve their potential. We will also work with the community to ensure that we can enhance every learning opportunity for the children.

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

Ethnicity/culture context of the school

The schools are all situated in rural locations. The majority of the pupils are from White British backgrounds, the remainder representing a variety of different heritages. We explore various cultures as part of our RE, PSHE and Arts curriculum. Where possible we arrange visits and invite visitors into school. We often work with schools within the Cluster to provide our pupils with enriching experiences.

Religion/belief context of the school

The ethos of the schools are Christian. We have close links with the clergy of all four of our local churches. Within RE lessons, children have the opportunity to study different religions. We also welcome visitors from different faiths into school to talk to the children during lessons and assemblies.

Socio-economic context of the school

The areas are made up mixed housing, including council houses, farms and affluent properties. The proportion of pupils eligible for free school meals is lower than average. We aim to provide experiences across the Federation that will raise the aspirations of our pupils.

Monitoring and Review

The person or the staff responsible for co-ordinating the monitoring and evaluation of the policy is Mrs Nicola Bond , she will be responsible for:

Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community.

Working closely with the Governor responsible for this area.

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- SATs results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance

Reporting on progress and impact

Evidence will be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

The Executive Head Teacher and the SLT is responsible for monitoring the potential impact of school practice in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Equality Objectives 2020-22

To make all staff aware of the revised Policy.

To review planned culturally enriching experiences to help our children appreciate the differences within our society (this was planned for the 2019/2020 Academic year but Covid has put plans on hold).

To include Black History in teaching across the curriculum.

To ensure children with special educational needs in our mainstream settings and Hub provision, have the same opportunities as children without special educational needs