

Single Equality Policy



Agreed by Governors	Spring 2021
Date for Review	Spring 2024



SINGLE EQUALITY POLICY

Introduction

This policy reflects current legislation including The Equality Act 2010 and The Public Sector Equality Duty 2011. The objectives in this policy refer to pupils, staff, governors, parent/carers and visitors.

Legal Framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation. Westfield Infant School will seek to achieve positive action in respect of the Act.

Good Practice

1. Westfield Infant School strives to achieve a cohesive community and expects that adults model respect for each other and pupils.
2. Westfield Infant School expects pupils to behave with respect to one another and that their parents/carers feel fully engaged in the school.
3. Westfield Infant School aims to enhance a wider sense of community locally as well as in the context of the UK as outlined in the school's statement on British Values
4. Through our policies and actions Westfield Infant School undertakes to ensure that every pupil is healthy, safe, able to enjoy and achieve in their learning experience and able to contribute to the wider community.
5. Westfield Infant School considers it prudent and sensible to maintain the practice of logging racist incidents. Incidents that discriminate against pupils and adults in our school with protected characteristics are monitored and logged.
6. Bullying incidents are logged and monitored and staff are aware of the need to be particularly vigilant about the possibility of incidents directed towards those with SEND.

Objectives

In fulfilling the legal obligations and establishing our school ethos, Westfield Infant School is guided by 9 objectives.

The objectives apply to all the positive characteristics as detailed in the Legal Framework.

The attached Equality and Accessibility Plan details how Westfield Infant School aims to address these objectives 2021-24. Annual targets towards these objectives are detailed in a separate appendix.

Objective 1: To ensure all pupils are valued equally

Westfield Infant School sees all pupils as equal value.

Objective 2: To respect and recognise differences

Treating people equally (Objective 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate. They must take account of different life experiences, outlooks and backgrounds in relation to:

Objective 3: To foster and promote a shared sense of cohesion and belonging including positive attitudes and relationships

Objective 4: To ensure that staff recruitment, retention and development follow equality guidance

Objective 5: To reduce and remove inequalities and barriers that already exists

Objective 6: To consult those affected by policy on equality

Objective 7: To address prejudice and prejudice related bullying

Objective 8: To promote equality in society as a whole

Objective 9: To inform the Governing Board about equality at Westfield Infant School

- The Governing Board will draw up and publish equality objectives every three years and annually publish information demonstrating how they are meeting the aims of the general public sector Equality Duty. The public sector Equality Duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- In order to achieve the above a brief summary will be prepared and presented to the Governing Board at the final full Governing Board meeting at the end of the summer term.

Arrangements, Roles and Responsibilities

- The equality objectives for Westfield Infant School will be set out formally in the School Equality and Accessibility Plan. They will be reviewed annually, and refreshed on a three-year cycle.
- The Finance and Staffing Sub-committee will monitor equality of employment.

Curriculum

- The Achievement of Pupils Governors Sub-committee will monitor and evaluate curriculum information by looking specifically at equality groups in addition to the standard analysis conducted by the school and changes made as appropriate to ensure that equality groups are supported positively.
- All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

- When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the objectives as set out above.

Staff and Governors

- The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- The Governing Board will monitor the overall implementation of the Single Equality Policy.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A member of the Leadership and Management team has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff are expected to:
 - adhere to this policy
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
 - deal with any prejudice related incidents that may occur
 - plan and deliver teaching and learning opportunities that reflect the school's policy
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise
 - attend appropriate training that enables Westfield Infant School to keep up-to-date with equality issues.
- All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. Westfield Infant School values the opportunity to take a holistic approach in fulfilling our Equality Duties.
- All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of human rights is addressed immediately.
- Westfield Infant School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community.

Policy Monitoring and Evaluation

This policy and the strategies outlined within it need to be reviewed regularly. Single Equality at Westfield Infant School will be monitored during:

- Senior Management meetings
- Staff meeting (where appropriate)
- Year Group meetings
- Governors meetings.

This policy and strategies outlined within are supported and supplemented by all the policies agreed by the Governing Board.

This policy will be reviewed in the Spring Term 2024



Adopted by the Governing Board and Signed by
Chair of Governors

Date: 11.2.21

Westfield Infant School Equality and Accessibility Three Year Plan 2021 – 2024

This plan takes into account the nine equality strands, (known as protected characteristics) as detailed in the Equality Act 2010 and the nine guiding objectives outlined in The Single Equality Policy. Please also see Westfield Infant School Annual Targets for Equality and Accessibility Plan for further details.

Aim	Current practice	Responsibility	Timescale	Success Criteria
Increase access to the curriculum for pupils with SEND and EAL	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	Headteacher Subject leaders SENDCo Governors Curriculum sub-committee	Annually	The curriculum meets the needs of <i>all</i> pupils, and can be successfully adapted for pupils with SEND. Pupils are able to reach their full potential.
Improve and maintain access to the physical environment	<p>The environment has some adaptations to allow greater access for pupils with disabilities, including</p> <ul style="list-style-type: none"> • External ramps to entrances • A wheelchair accessible parking bay • Wheelchair accessible toilets • A Sound Field System in the MLD Unit 	Headteacher Premises Officer Governors Premises sub-committee	Annually	The physical environment is accessible to all, and reasonable adjustments are made in accordance with the Disability Discrimination Act

Maintain and improve the delivery of information to pupils, parents and carers	<ul style="list-style-type: none"> • Newsletters • Text to Parents service • E-mails • Website • Messages via learning platforms • Meetings, either face-to-face or remote 	Headteacher Teaching staff Office staff	Annually	All parents, carers and pupils can readily access information provided by the school
Ensure that staff and governors receive appropriate CPD to meet the needs of all pupils including those with SEND and EAL	<ul style="list-style-type: none"> • Annual CPD programme based on SDP priorities which will reflect changing needs of pupils 	Headteacher Teaching staff SENDCo	Annually	Staff and governors have the skills, knowledge and understanding to meet the needs of all pupils