

Policy Title:	Single Equality Policy	
Date of Issue:	05/11/2018	
Date of Review:	01/09/2019	
Author & Role	Michelle Miller – Equality Champion and Class Teacher	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:		
Outcome:	This Policy: details colleagues' responsibilities for supporting children at Astley Park School with medical conditions, and is designed to help them understand their role and responsibilities	
Cross Reference:	Anti-Bullying Policy Attendance Policy Behaviour Policy Curriculum Policies Teaching and Learning Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Single Equality Policy

1. Introduction

The policy outlines the commitment of the staff, pupils and governors of Astley Park School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Astley Park School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2. School context

Astley Park School is a school for pupils with moderate, severe and complex learning difficulties. All pupils have Statements of Special Educational Needs.

Annual Equality Information 2018-19	
Pupils on Role	169
Male	115
Female	54
Special Educational Needs	169
Free School Meals	42
English as Additional Language	8
Ethnicity	152 White British 5 Pakistani 5 White & Black Caribbean

	2 other white 2 refused 1 Indian 1 White & Black African 1 any other mixed
Religion	73 Christian 49 No religion 25 Roman Catholic 8 Other 7 Muslim 2 Mormon 1 Hindu 4 Refused
Looked After Children	6
PLAA	9

An accessibility plan of the school site has been produced; external ramped access is available to both levels of the main building and outside classrooms. The upper and lower levels of the main building are separated internally by a flight of five steps.

3. Ethos and Atmosphere

- At Astley Park School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions, and this will be recorded via CPOMS.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

4. Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with school stakeholders.

5. Monitoring and Review

Astley Park School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process,

we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Astley Park School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan are the Equality Champions Miss Michelle Miller and Mr Kevin Murphy.

Their role is to:

- Lead the Equality working group, lead discussions, organise training, update staff in staff meetings, support discussions,
- Work with the governing body on matters relating to equality,
- Support evaluation activities that moderate the impact and success of this policy.

6. Developing best practice Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender,

ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. 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.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Astley Park School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within Astley Park School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society;
- Include non-stereotypical images of all groups in a global context;
- Be accessible to all members of the school community.

Language

We recognise that it is important at Astley Park School 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 accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for ensuring adults making contributions to extended learning opportunities are made aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Astley Park School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom;
- Gypsy, Roma and Traveller Children;
- Advanced bi-lingual learners;
- Use first language effectively for learning.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

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

- This must include pupils' access to a balance of male and female staff at all key stages where possible;
- We encourage the career development and aspirations of all school staff;
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils;
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- 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.

Partnerships with Parents/Carers/Families and the Wider Community

- We will work with parents/carers to help all pupils to achieve their potential.
- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties.
- Members of the local community are encouraged to join in school activities.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

7. Roles and Responsibilities

- Our governing body and nominated governor will ensure that the school complies with statutory requirements in respect of this policy and action plan.

- The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Deputy Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and is supported by the school equality champions and nominated equality governors.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

8. Commissioning and Procurement

Astley Park School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9. Measuring impact of the policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10. Publicising the Policy and Objectives

This policy along with our equality objectives will be made available on the school website. Paper copies will also be available from the school office on request.

11. Annual review of progress

Progress towards meeting the stated objectives will be reviewed termly by the Deputy Headteacher, nominated Governor and equality champions. A report will then be made to the Governing body.

12. Equality Impact analysis

An equality impact analysis will be undertaken for any individuals or groups who have been identified as being at risk of being disadvantaged in accessing school services.

**Astley Park School
Equality Statement and Objectives 2018-19**

Equality Statement

Astley Park School seeks to provide Equality of Opportunity for all members for the school community whatever their disability, age, gender, race, nationality, religion, marital status, maternity, sexual orientation or background. We recognize that people have different needs and treating them equally does not always mean treating them exactly the same. We recognize that some members of the school community will need additional support to enable them to fully access school services. We strive to challenge discrimination and prejudice of all levels in the school community. We are working towards achieving the LCC Equality Mark and have already completed 3 out of the 5 equality badges, these being Race, Gender and Disability.

Specific Duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

School objectives

Objective 1: To achieve the LCC Equality Mark.

Objective 2: To monitor the engagement of protected groups at school events.

Objective 3: To provide staff training around LGB&T issues.

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Review Process

The Deputy Head teacher Mr S Poxon, Equality Champions Miss M Miller & Mr K Murphy and Nominated Governor for Equality Mr M Maher have specific responsibility for equality issues within school. The Leadership Team and Governors at Astley Park School regularly review the progress we are making towards meeting our equality objectives and a report is presented termly to governors via nominated governor report and HT report regards progress towards achieving our objectives.

Astley Park School