

William Penn Single Equalities Policy (including Race, Disability and Gender)

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/ maternity, and in relation to employment; age and marriage/civil partnership).
2. We recognise and act on all opportunities to promote community cohesion.
3. We recognise that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding Principles

4. In fulfilling the legal obligations and our intentions cited above, we are guided by **nine principles**:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex (gender)
- whatever their gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex(gender), so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual orientation
- gender identity

(and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men,
- an absence of sexual, homophobic, and gender identity based harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their sex (gender) and sexual orientation
- whatever their gender identity

(and as relevant, in respect of pregnancy/maternity, age and marriage/civil partnership).

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identity

(and as relevant, in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity
- age

Principle 8: We base our practices on sound evidence and information

We maintain and publish **annually**, the school policy on equality in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

Principle 9: Objectives

We formulate and publish **at least every four years**, specific and measurable objectives, in relation to the following according to priority and need:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

The objectives which we identify take into account national and local priorities and issues, as appropriate.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. We revisit our equalities action plan annually within the framework of the overall school improvement plan and processes of self-evaluation.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in paragraph 4 above.

Ethos and Organisation

9. We ensure the relevant principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia
- prejudice against gender identity issues

11. Suspected prejudice-related incidents should be recorded on an Restorative Practice General Information Log (Appendix 1).

12. We continue to record and report incidents of Racism, and send this anonymised data in to the Local Authority on a termly basis. Within school, we also keep a log of all other prejudice-related incidents, and seek the support of the Local Authority in addressing these incidents, and in providing support and suggesting resources to raise awareness and combat prejudice.

Roles and Responsibilities

13. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. 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.

15. All members of staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the relevant principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

16. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

18. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

19. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

20. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and evaluation

21. We review the implementation of this policy, and make adjustments as appropriate.

22. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, gender and as appropriate to our school population; ethnicity, culture, language, religious affiliation, national origin and national status

Features of this policy:

The policy contains the following features.

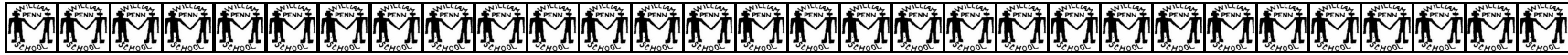
- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation
- There are references where appropriate to religious affiliation and identity
- There are references where appropriate to sexual identity and to challenging homophobia
- The promotion of community cohesion is integrated into the policy, particularly but not only in the third of the **nine principles**.
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, in particular the duties to:
 - **engage with interested groups and individuals (principle 6)**
 - **publish equality information (principle 8)**
 - **formulate and publish equality objectives (principle 9)**

Signed:

Date:

29/03/18

Appendix 1.



William Penn RP General Information Log

Date/Time:		Facilitated/ Recorded by:		Ground Rules:	<ul style="list-style-type: none"> ▪ Honesty ▪ Privacy considerations ▪ Respect ▪ Positivity – focus on issues not individuals and moving forward ▪ Reflection
Pupil:					
What happened? / What is the focus of the conversation? <ul style="list-style-type: none"> ▪ Thoughts ▪ Feelings ▪ Worries 					
What needs to be done? What can be done differently? By whom?					
Additional details if required					



William Penn Equality Objectives Plan 2018-2021

Objective	Success Criteria	Lead Person	Timescale	Review
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	The curriculum reflects the school's commitment to equal opportunities and the pupils understanding of this ideal is greater.	Headteacher Assistant Headteacher SENCo	2018-2021	
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	As above	Headteacher Assistant Headteacher SENCo	2018-2021	
To promote cultural development and understanding through a rich range of experiences both in and beyond the school	Pupils' range of cultural experiences is greater and understanding is therefore increased.	Headteacher Assistant Headteacher SENCo	2018-2021	
To continually consider how well the school ensures equality of opportunities for all its pupils.	There is an equality focus to school systems and procedures such as the School Evaluation and Improvement Plan and review of school policies.	Headteacher Assistant Headteacher SENCo	2018-2021	
To tackle prejudice and promote understanding in relation to people with disabilities	People are seen as individuals and their specific needs are understood and appreciated.	Headteacher Assistant Headteacher SENCo	2018-2021	