Flanshaw JIN School's Single Equalities Policy

Introduction

This policy aims to amalgamate all equalities legislation into one Single Equality Policy for Flanshaw JIN School.

Statement and Principles

This policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

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 our community should feel safe, secure, valued and of equal worth. At Flanshaw JIN School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics detailed in the Single Equalities Act 2010. https://www.equalityhumanrights.com/en/equality-act/protected-characteristics

Monitoring

Monitoring and evaluation of the success of this policy in respect of outcomes for different groups of pupils, eg. SEN, Looked after children, minority ethnic and EAL pupils and children in receipt of Free School Meals will be carried out by the SLT in the following areas:

- Progress and attainment
- Learning and teaching
- Behaviour, discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all other forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Commitments to Promoting Equality Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity and not promote stereotyping.
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Ethos and Culture of the School

- We are aware that those involved in the leadership of the School community are instrumental in demonstrating mutual respect between all members of the community.
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the School.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school reflect diversity across all aspects of equality.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access but takes account of wider access to school information and activities).
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example through the School Council and surveys and there are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school, especially during assemblies, to ensure that different groups of pupils feel welcome and included.

Staff Recruitment and Professional Development

- All posts are advertised appropriately and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policy and practice is covered in all staff inductions.

- All visitors to School (supply, Reading Friends, voluntary placements) are made aware of the equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Countering and Challenging Harassment and Bullying

- The School counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The School has a clear, agreed procedure for dealing with prejudice related bullying incidents and the SEN Manager and Head teacher are responsible for recording and monitoring incidents.
- There is a separate policy for dealing with Persistent Complaints and Harassment of Staff (Disciplinary Policy).

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers. To aim to promote that by:

- Taking action to ensure all parents/carers are encouraged to participate in the life of the school.
- Maintaining good channels of communication eg. Through parent surveys, weekly newsletters and on our website and twitter feed.
- Ensure that parents/carers of newly arrived pupils are made to feel welcome.

Responsibility

All members of the School community have a responsibility for promoting equality.

The Governing Body has responsibility for ensuring that:

- The School complies with all equalities legislation relevant to the school community.
- The School's equality policy is maintained and updated biannually- unless new guidelines become available.
- The actions, procedures and strategies related to the policy are implemented.
- The Chair of Governors will have an overview, on behalf of the Governing Body, of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken.

The Headteacher and Senior Leadership Team has responsibility for:

- Providing leadership and vision in respect of equality, in partnership with the Governing Body.
- Overseeing the implementation of the equality policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any prejudice related incidents.

All School Staff have responsibility for:

- The implementation of the equality policy.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Ensuring that they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Ratified by Full Governing Body:	**Date:** 1-10-2025.
Signed off by Chair of Governing Body:	01/10/2025