Single Equalities Policy

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Related policies:

- RSE Policy
- Disability & Gender Policy

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Windrush Thamesmead Primary is committed to ensuring that everyone is proactive in providing an environment that is free of racism and prejudice and that our system is active in improving outcomes for all people in every aspect of school life. We want our young people to be active and caring citizens who are willing to challenge what they see as wrong, lacking or prejudicial in their own relationships and in society as a whole. We aim to be role models in helping pupils develop an understanding of the complexity of events in the world; that is based on full and correct information, an understanding of the law and an insight into the experience and feelings of others.

1. Overview

1.1 This policy reflects the Single Equality Act 2010, which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: age, disability, gender reassignment, sexual orientation, sex, marriage and civil partnership, race, religion or belief and pregnancy and maternity.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

3. Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting

them to the local authority, LGB and Trust Board. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. Strategies

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

5. Outcomes

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably, as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, colour, ethnic or national origin, religion or belief, sexual orientation or sex in accordance with the requirements of The Single Equality Act 2010

6. Equality Objective

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

7. Curriculum Opportunities

At Windrush Thamesmead, our school curriculum is delivered, reviewed and enhanced accordingly, addressing any current issues that have arisen in our society.

- PSHE/Citizenship – British values, human rights and equal human worth, as well as a deeper understanding of 'celebrating differences' and build resilience.
- English – Black, Asian and minority ethnic voices on their experience of inequality in novels, poems, interviews and newspapers;
- History – Worldwide knowledge is developed and built upon, exploring ancient civilizations and their impact on our present day. Use events like WW1 centenary as an opportunity to explore other cultures. Study famous people from ethnic minorities and with a variety of abilities, to celebrate diversity.
- Geography – Every continent is chosen and links are drawn between each, to develop a deeper understanding of demographics and the relevance in the world.
- Relationships – Build positive relationships within the family and wider community.

- RE – Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Inviting visitors to share their experiences
- Assemblies- we look individually at the 9 protected characteristics during the assemblies for all year groups

The new mandatory RSHE policy also requires every school from September 2020 to:

- be flexible in adapting the curriculum to meet the needs of pupils
- ensure that pupils understand the law
- represent and teach about diversity and equality
- develop pupils' critical thinking skills