

MOUNT GRACE SCHOOL
Committed to Excellence

Single Equality Policy	Responsibility of :- A Lawrence Deputy Head
Ratified Spring term 2011	Review date: Autumn Term 2013

1. Purpose

This policy is required to ensure Mount Grace complies with equality legislation and is meeting its public sector statutory duties. These public sector duties apply to service delivery, employment and staff management as well as policy development and implementation. This policy amalgamates all equalities legislation into one single equality policy and a single annual equalities action plan linked to the School Improvement Plan. The school recognizes that it has to make special efforts to ensure that all groups prosper including :-

- Those with special educational needs
- Those who have difficulties accessing the school's facilities and services
- Those with emotional, physical and mental well-being needs
- Those from minority ethnic groups, including travellers, asylum seekers and refugees
- Those who speak English as an additional language
- Both boys and girls
- Children in local authority care and those who have frequent moves and lack stability leading to time out of school
- Young carers
- Students from low income families or who have not got, at home, access to study facilities / support
- Those who experience bullying, racial harassment or social exclusion
- Those who present challenging behavioural difficulties
- The policy outlines the commitment of staff and governors of Mount Grace to ensure that equality of opportunity is available to all members of the school community, including:-
 - Students
 - Teaching and support staff
 - Parents and carers
 - Governors
 - Multi-agency staff linked to the school
 - Visitors to the school
 - Our students on placement elsewhere.

2. Principles

We believe that equality at our school should permeate school life and that it is the responsibility of every member of the school community to combat inequalities and promote equality irrespective of their gender, ethnicity, abilities / disabilities, religious beliefs, sexual orientation, age or any other recognized area of discrimination.

Our school admission policy is equally open to students of all groups.

3. Main ECM outcomes:

Be healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution

4. **Relationship** to other policies and practice: Health and Safety, SEN, Curriculum, Child Protection, Recruitment and Selection of Staff, Behaviour, Developing Able, Gifted and Talented Student. As policies and practices are reviewed and developed we will ensure that our commitment to equality permeates them fully.

- Equal opportunities
- Careers Education, Advice and Guidance
- Students' progress tracking, attainment and assessment

- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning;
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning;
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors.

5. Roles and Responsibilities

The Governing Body, supported by the Head teacher and all staff, is responsible for ensuring the implementation of this policy.

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:-

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly and monitoring and evaluation of the impact of this policy is undertaken, using outcomes to inform future plans.
- That procedures and strategies related to the policy are implemented;
- Designate a lead governor for equality issues who will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents
- Equality targets are incorporated in the School Improvement Plan.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Review issues arising from termly data returns submitted to the LEA and consider any actions / issues arising.
- Ensure outcomes of evaluations are disseminated to the whole school community, together with a summary of actions to be taken.

The Headteacher and Senior Management is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination and ensure all incidents are reported, analysed and addressed swiftly and effectively and that all termly reports to the LEA on racial incidents and bullying are accurate and submitted on time.
- Celebrating diversity / equality and achievement
- Promoting high expectations and positive attitudes over equality issues and behaviour
- Listens to and involves students, parents, carers and all staff
- Welcome applications for school places and jobs from all sections of the community
- Prepare an Equalities Plan (appendix 2) to describe what the school will do to ensure that school policies and practice do not discriminate, directly or indirectly, against adults or students in the school.
- Disseminating outcomes of evaluations to the school community

All staff are responsible for:-

- Actively implementing this policy and the equalities plan, and support impact monitoring.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues
- Behaving with respect and fairness to all colleagues and students; carrying out the letter and spirit of the equality scheme
- Provide consistent responses to incidents eg. Bullying, racist incidents
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

6. Monitoring and evaluation

The Headteacher will report to the Governing Body annually, at the Autumn Term Meeting on the pattern and frequency of equality related incidents, having discussed this with the lead governor.

Such an incident is one perceived by the victim or any other person to contravene this policy. Serious breaches can constitute criminal offences.

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan.

We will review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy at each review.

We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

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 will 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

The governing body will receive annual 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:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement

- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

7. Promoting Equality

a. 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:

- Ensure quality 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;
- 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 pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- 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 that support staff development.

b. Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. 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.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to 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 aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be 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.

c. Curriculum

At Mount Grace, we aim to ensure that our:

- 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
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

d. Ethos and Atmosphere

At Mount Grace, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an 'openness' of atmosphere 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 are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Although physical access to the school is difficult under normal circumstances, vehicular access to at least one school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

e. Resources and Materials

The provision of good quality resources and materials within Mount Grace should:-

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

f. Language

We recognise that it is important at Mount Grace 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 correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

g. Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing basketball, boys playing netball and mixed teams as well as single sex wherever possible.

We undertake responsibility for making contributors to extra-curricular activities 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 and are CRB checked.

h. Provision for Bilingual Pupils

At Mount Grace we undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

i. Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school (give examples);
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

j. Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at all key stages.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

k. Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has clear policies for dealing with bullying and racial incidents and all staff must comply with these.

l. Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences 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 or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- 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

m. Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- Encouraging members of the local community to join in school activities e.g. productions, fairs

8. The Measurement of Impact of the Policy

As they are reviewed relevant policies and practices as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for their impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessments to be undertaken in a manageable fashion.

9. Impact Assessment

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix 4

Appendix 1: School Context 2010-11

Please see RAISEonline p.5-7

Basic Characteristics

	2008	2009	2010
Numbers on roll			
MGS	838	881	936
<i>Nat. av</i>	973	975	984
% girls			
MGS	43.1	44.3	45.4
<i>Nat av</i>	49.6	49.6	49.6
% eligible for FS meals			
MGS	14.5	12.9	11./6
<i>Nat av</i>	14.2	14.5	15.4
% from minority ethnic groups			
MGS	22.7	19.4	19.4
<i>Nat av</i>	19.5	20.6	21.7
% first lang. not believed to be English			
MGS	8.6	11.0	8.1
<i>Nat av</i>	10.6	11.4	11.8
% students with SEN statement			
MGS	0.7	0.9	1.3
<i>Nat av</i>	2.1	2.0	2.0
% students with SEN inc. Statements			
MGS	24.2	28.7	27.6

<i>Nat av</i>	<i>19.9</i>	<i>21.1</i>	<i>21.7</i>
% stability			
MGS	85.0	87.8	100
<i>Nat av</i>	<i>90.0</i>	<i>91.8</i>	<i>99.4</i>
Deprivation indicator			
MGS	0.20	0.19	0.18
<i>Nat av</i>	<i>0.21</i>	<i>0.22</i>	<i>0.22</i>

Ethnicity from RAISEonline 2010

Ethnic Group	MGS %	National %
White - British	78.2	73.9
White - Irish	0.7	0.3
White – Traveller of Irish heritage	0.7	0.1
White – Romany or Gipsy	0.1	0.2
White – any other White background	5.7	3.7
Mixed – White and Black Caribbean	2.4	1.2
Mixed – White and Black African	0.3	0.4
Mixed – White and Asian	1.0	0.9
Mixed – any other mixed background	1.7	1.4
Asian or Asian British - Indian	1.0	2.5
Asian or Asian British - Pakistani	0.2	3.6
Asian or Asian British - Bangladeshi	0.6	1.5
Asian or Asian British – any other Asian background	0.9	1.3
Black or Black British – Caribbean	1.0	1.3
Black or Black British – African	1.3	2.9
Black or Black British – any other Black background	0.6	0.6
Chinese	0.3	0.4
Any other ethnic group	0.3	1.3
Parent / pupil preferred not to say	1.0	0.6
Ethnicity not known	2.0	1.9

Pupils on roll by Ethnic Group - at 31/08/2010, by each ethnicity code (with description)

Ethnicity Code	Description	Number of Pupils
ABAN	Bangladeshi	6
AIND	Indian	8
AOTH	Any Other Asian Background	6
APKN	Pakistani	1
BAFR	Black - African	14
BCRB	Black Caribbean	6
BOTH	Any Other Black Background	4
CHNE	Chinese	3
MOTH	Any Other Mixed Background	19
MWAS	White and Asian	14

MWBA	White and Black African	6
MWBC	White and Black Caribbean	26
NOBT	Information Not Yet Obtained	11
OOTH	Any Other Ethnic Group	4
REFU	Refused	10
WBRI	White - British	747
WIRI	White - Irish	6
WIRT	Traveller of Irish Heritage	8
WITA	Italian	4
WOTW	White Other	53
WROM	Gypsy / Roma	1
WTUK	Turkish	7

Number of Pupils on roll by their First Language - at 31/08/2010

Language Code	Description	Number of Pupils
ARA	Arabic	3
BNG	Bengali	2
BNGA	Bengali (Any Other)	2
BNGS	Bengali (Sylheti)	3
BUL	Bulgarian	1
CCE	Caribbean Creole English	1
CHI	Chinese	1
CHIC	Chinese (Cantonese)	2
EBI	Ebira	1
ENG	English	862
FRN	French	2
GER	German	1
GRE	Greek	3
GREA	Greek (Any Other)	1
GREC	Greek (Cyprus)	6
GUJ	Gujarati	2
HGR	Hungarian	2
HIN	Hindi	1
IGB	Igbo	0
ITA	Italian	1
ITAA	Italian (Any Other)	1
LIN	Lingala	2
LIT	Lithuanian	1

MLM	Malayalam	1
NOT	Information not obtained	24
PNJA	Panjabi (Any Other)	2
POL	Polish	2
POR	Portuguese	2
PORA	Portuguese (Any Other)	2
PORB	Portuguese (Brazil)	1
PRS	Persian/Farsi	2
REF	Refused	1
SHO	Shona	1
SNH	Sinhala	1
SPA	Spanish	4
SWA	Swahili/Kiswahili	1
TGLF	Filipino	2
TGLG	Tagalog	1
THA	Thai	3
TUR	Turkish	11
VIE	Vietnamese	1
ZUL	Zulu	1

Appendix 2: School Equality Priorities Spring Term 2011- Spring term 2012 (in Equalities strand of SIP from Easter 2011)

- a) Spring and Summer term reviews of data on exclusions, patrol call analysis and detentions to identify any issues of inequality: MT
- b) Twice yearly review of attendance data to identify any issues of inequality. MT(Spring and Summer Term)
- c) Twice yearly review of progress of students on the SEN register to identify any issues of inequality: BAC (Spring and Summer term)
- d) Annual review of the G&T register to identify any issues of inequality: AL (Spring Term)
- e) Annual review of progress of girls, boys and G&T students to identify any issues of inequality: AL (for Curriculum Review Document)
- f) Termly review of bullying and racist incident data to identify any issues of inequality. AL (March, June and November)
- g) Annual review of progress made KS2-4 of students from vulnerable groups eg. 'looked after' and different ethnic groups, including Traveller and Roma children and children who have English as an additional language.: PB (Autumn term)

- h) Set up an Equality Focus Group of Students to identify issues from the students' point of view and get feedback on issues being addressed.
- i) Programme of promoting equality during Challenge week in July.
- j) From Easter 2011 all key policy / systems reviews to have an equality impact assessment as part of the process.

Appendix 3: Action Plan for Implementation

High: 2010-11	Medium: 2011-12	Low: 2012-13
Appendix 2 list: various	Attendance: MT	Confidentiality
Behaviour Policy: MT	Child Protection: BAC	Gifted and Talented
SEN Policy: BAC	Bullying:	Assessment
Performance Management: AL	Dealing with Racist Incidents:	Collective Worship
Curriculum: PFF	Health and Safety: PS	Careers, Independent Advice and Guidance
Staff Development and TLDW: NH	Homework:	Visits and charging
Sex Education and Relationships: ET	Marking:	Health and Safety
	Staff Development and ITT	Single Equality

Appendix 4: Equality Impact Assessment

The principles an EIA will support are that:-

- a) All learners are of equal value and should benefit from the policy / practice.
- b) Relevant differences should be recognised; treating people equally can mean treating them differently. So policy making should not discriminate but may be differentiated to take into account the needs and barriers to learning of students
- c) Policies and practices should benefit all members of the workforce in recruitment, promotion and professional development.
- d) Positive attitudes and relationships are to be fostered and promoted.
- e) Current inequalities should be addressed and reduced.

The outcome of the activities involved in EIA should be service and workforce improvement.

Part 3

a) Assess the impact of the old policy / practice on each of the 6 strands of diversity.

	Impact assessment ie. <i>Positive, neutral or negative</i>	Explain and justify your assessment
Ethnicity		
Gender		
Disability		
Age		
Sexual orientation		
Religion belief		
Other		

If any negative impacts are identified, do these constitute unlawful discrimination? Yes / No

If 'yes', in the policy review make sufficient changes to remove the discrimination or consider abandoning the policy / practice.

b) How are discriminatory barriers being removed from the new policy / practice?

c) What equality monitoring / checking / evaluation / review systems are built into the new policy to ensure all groups identified in 1b benefit equally from the new / revised policy / practice.

Date of EIA assessment:

Signed by relevant manager:

The EIA will be presented to SLT / Governors with the recommended revised policy / procedure.

