

# The Pears Family School

(Keeping a child's mind in mind)

## SINGLE EQUALITY POLICY

Date Approved by Governors	March 2021
Review Date	March 2022
Coordinator	Matthew Hillman
Principal Signature	

**At the heart of all policies at The Pears Family School are the following principles:**

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

## 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.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty. In The Pears Family 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.

1.3 The Single Equality Act requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it;
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The Equality Act defines 8 protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sexual orientation

## 2. OBJECTIVES

2.1 To ensure that all learners within the school have equal access to a rich, broad, balanced and relevant curriculum.

2.2 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.

2.3 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.

2.4 To recognize and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that the ethos and atmosphere within The Pears Family School encourages all members of the school to respect one another

2.6 To ensure that this policy is applied to all we do

2.7 To ensure that pupils and parents are fully involved in the provision made by the school.

2.8 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**

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

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

3.3 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.

3.4 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**

4.1 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.

4.2 Parents and governors will be involved and consulted about the provision being offered by the school.

4.3 Teachers will ensure that the teaching and learning takes account of this policy. They will ensure that resources and materials promote equality. The curriculum supports all pupils to understand, respect and value difference and diversity.

4.4 We promote the understanding of difference, diversity, disability and special educational needs through: Personal, Social, Health & Economic education and citizenship, Spiritual, Moral, Social & Cultural development, the Parent & Carer Learning Programme and other therapeutic approaches.

4.5 All members of the school will use language that promotes equality.

4.6 The diversity within The Pears Family 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.

4.7 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.8 Contributions will be sought from parents/carers and others to enrich teaching, learning and the curriculum.

4.9 The positive achievements of all pupils will be celebrated and recognised.

## **5. OUTCOMES**

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

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

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We will involve them in the changes and improvements we make and consult them on issues affecting them.

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

## **6. EQUALITY OBJECTIVE**

**6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives.**

6.2 Equality objective 2016 – 2017:

***1 - To reduce the gap in engagement, attainment and progress for all identified groups.***

***2 - To reduce gap in parent access and engagement with school and learning***

6.3 We will regularly review the progress we are making to meet our equality objectives through analysis of tracking data, attendance and behaviour and through parent engagement in the parent learning program

6.4 We will make progress towards these objectives by, in addition to outstanding teaching and learning and a broad and balanced curriculum, focusing on:

- Training of staff on equality & diversity
- Improve provision of children with English as an Additional Language
- Improve disability access
- Ensure all equality requirements are identified in the Pears Family School building
- Monitor achievements of children with Child Protection plans / those permanently excluded/those with mental health diagnoses
- Initiatives to deal with tensions between different groups of pupils within the school

- Programmes to inform different aspects of equalities / visiting speakers
- Maintaining our parent learning program
- Extending our ability to work with key workers and foster parents for Looked After Children.