

Pears Family School London.

(Keeping a child's mind in mind)

THE SINGLE EQUALITIES POLICY

Date Approved by Governors	March 2022
Review Date	March 2023
Coordinator	Matthew Hillman
Principal Signature	<i>M.Hillman</i>

At the heart of all policies at The 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 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.
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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.

Equality Statement

At PFS we are a “family” and as such we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At PFS, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all families in supporting their child’s education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

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 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 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. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. STRATEGIES

Introduction:

The school has used findings from the Lammy report 2017 in order to operate a RSTT operational system to equality across the school:

- **R – Representation/recruitment** – (diversity in the work force)
- **S – Scrutiny** – (What does our available data show/tell us in terms of equality and progress of key groups)

- **T – Training** – (Identifying and addressing training needs across the school)
- **T – Trust** - (If the three areas above are handled effectively systemic trust is built up Through out the school)

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: PSHE & citizenship, SMSC, 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 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 and data is scrutinised to make sure all groups are achieving and making progress. Interventions are put in place when this is not the case

4.10 The school has an active equality and diversity working party that is open to all staff, the agenda and issues discussed are staff lead and are dependent on need and interest.

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

2 - To reduce gap in parent/carers 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 T and L and a broad and balanced curriculum, focusing on:

- Training of staff on equality & diversity
- Improve provision of children **with SEND**
- Improve disability access
- Ensure all equality requirements are regularly identified and monitored across the School
- Monitor achievements of children with CP plans and social care involvement / 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 LAC children