



SINGLE EQUALITY POLICY

POLICY NUMBER:	NS-014
Links to:	
Review frequency	Within 1 year
Date policy approved and adopted:	January 2018
Policy agreed by:	Full Governing Body
Date policy published:	February 2018
Next review date:	January 2019

THE NORTH SCHOOL

SINGLE EQUALITY POLICY

EQUALITY AND DIVERSITY STATEMENT

At The North School we are committed to ensuring equality of education and opportunity for all students, staff, parents, carers, governors and all visitors to our school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The North School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

All groups above are covered within the Equality Act 2010 and some of the groups are also covered within the additional following named acts:

Disability Equality Duty (2005)

- Disability

Race Relations (Amendment) Act (2000)

- Race (includes ethnic or national origins, colour or nationality)

Equality Act (Sexual Orientation) Regulations (2007)

- Sexual identity

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions
- **We will not publish without their permission any information that can specifically identify any child or employee of the school**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.

- Consult and involve widely
- Strive to ensure that society will benefit

Our approach to equality is based on the following 7 key principles

1. All learners are of equal value - Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children and young people. We expect that all students can make good progress and achieve to their highest potential

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

Strategies to implement our vision

- To ensure all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning styles.
- To use contextual data to improve the ways in which we provide support to individuals and groups of children.
- To monitor achievement data by gender, ethnicity, special educational needs, disability, free school meals, etc. and action any gaps.
- To take account of the achievement of all children when planning for future learning and setting challenging targets.
- To ensure all children have the opportunity to take a full and active role in school life, including the full range of extra-curricular activities, in order to prepare them for life in

a diverse society.

- To use materials that reflect the diversity of the school's population and local community in terms of race, gender and disability, without stereotyping.
- To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- To seek to involve all parent/carers in supporting their child's education.
- To have high expectations of the whole school community and help individuals to fulfil their aspirations.
- To provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- To recognise and value bilingualism.
- To encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning, including teaching and classroom-based approaches that are appropriate for the whole school population and which are inclusive and reflective of our students.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head of School	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how students and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website and providing a printed copy to any interested party on request.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.