

TRAFALGAR SCHOOLS' FEDERATION



Reviewed by FGB: Spring 2018
Next Review: Spring 2019

Policy for Single Equality

Statement of intent

At Trafalgar Infant School and Trafalgar Junior School we believe in equality of opportunity.

We will follow the existing equality legislation (The Equality Act 2010) that now extends protection from discrimination in nine areas: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

We will eliminate unlawful discrimination, advance equality of opportunity and foster good relations for children, staff, mothers, fathers, carers, and all others who use the school facilities.

We will meet diverse needs and advance equality in both schools by:

- Having a whole-school Inclusion policy and following it in practice.
- Having an Accessibility Plan – aimed at reducing barriers to achievement by making reasonable adjustments for children and adults who are disabled and/or have special educational needs; improving the physical environment to enable disabled children/all other users of the school to take advantage of education, facilities and services provided; improving the availability of accessible information to disabled pupils, staff, mothers, fathers and carers.
- Having a Behaviour Management and Anti-Bullying policy and following it in practice
- Securing and maintaining outstanding teaching, learning and assessment for all children.
- Closing the gap in achievement between different groups and national standards by:
 - knowing about the relative attainment of different groups of children including those entitled to Pupil Premium, through monitoring, tracking and analysing information and data.
 - carefully focusing interventions
 - showing evidence of impact of these interventions and using that evidence to plan the next steps
 - identifying groups of children at risk of underachieving
- Building a cohesive school community where children and adults can thrive.
- Showing compliance with the public sector equality duty, reviewing annually, and including at least one equality objective every four years.

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Responsibilities

Governors are responsible for:

- Ensuring that both schools comply with the relevant equality legislation
- Ensuring that the joint school Equality Policy and its procedures are followed
- Ensure that the policy is reviewed annually

The named governor with responsibilities for equalities is Hannah Powles.

The **Executive Headteacher and Leadership Teams of the two schools** are responsible for:

- Ensuring that the joint school Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed annually
- Ensuring that at least one equality objective is published in the school specific Equality Action Plans
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination against all members of the school community to investigate **all** incidents of bullying.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

Staff, mothers, fathers, carers and pupils will be aware of the Equalities Policy, understand and comply with the school's expectation in relation to the equalities duties

Visitors and Contractors will be made aware of their responsibility to comply with the school's policy.

Admissions Procedures

In each schools' admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation. (Ref: Local Authority 'Admission to Primary School' booklet)

The Curriculum

We aim to make our curriculum full and challenging. (Ref: Curriculum framework). We will audit resources to eliminate stereotypical images and ensure a variety of resources (including staff and parents) are used, and activities are planned to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community e.g. Inclusion Week

We aim to meet the needs of all pupils by differentiated planning and practice in the classroom and in the both schools both individually and as a whole. (ref: Learning and Teaching Policy, SEN Policy, Inclusion Policy.)

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Ethnic Monitoring

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity.

We use ethnic data to monitor pupils' attainment and progress and to set targets

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language. (ref: Provision Map, Target Tracker.)

We use ethnic data to monitor reward, sanctions, exclusions and attendance.

(ref: termly year group monitoring meetings and twice termly attendance meetings with EWO.)

Breaches of the Policy

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The two school leadership teams have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils.

The Executive Headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

Reviewing and Monitoring the Policy

The policy will be reviewed annually alongside the equalities action plan.

Publication of the Policy and Consultation and Feedback to Parents and Carers

The policy will be published on both school websites. Hard copies of the policy will be available in both schools and will be given to parents by request

When necessary, consultation may be undertaken with mothers, fathers and carers via PTA meetings and questionnaires. Feedback from the audit and review of the policy and any mother/father/carer consultation will be given via the two school websites and letters home.

Examples of Good Practice

These will be shared with mothers, fathers, carers, pupils, staff, governors, schools and the local authority. (e.g. Inclusion Week.)

Other References:

NAHT Discipline Guidance

School Complaints Policy

NAHT Conducting an investigation – complaints, disciplinary and grievance

LA Whistleblowing Policy

Whistleblowing Policy

For Staff and Governor Information

Date of change	Summary of significant changes and the reasons
Spring 2018	Amended to be a Federation policy rather than school specific.