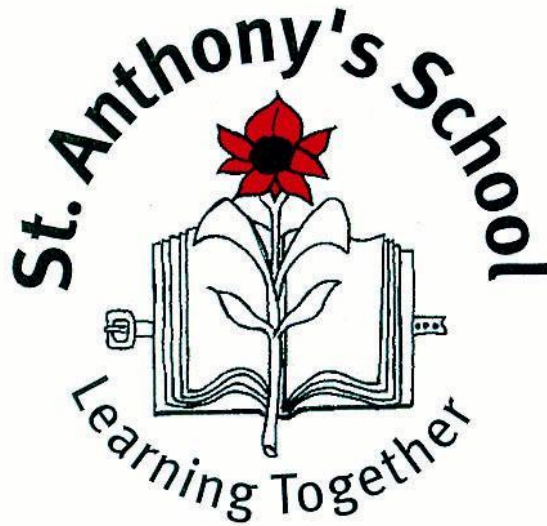


ST. ANTHONY'S SCHOOL

Single Equality Policy



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Review cycle: Annual

Next Update: Jan 2024



St. Anthony's School



Policy for Single Equality

STATEMENT OF PRINCIPLES

The policy outlines the commitment of the staff, pupils and governors of St. Anthony's School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St. Anthony's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our motto is 'Learning Together' which along with our 5 aims underpins our entire ethos and promotes equality for all.

We have five aims for our children at St Anthony's and they are ...

- A school where every member's unique contribution to the school community is valued and given the support and encouragement necessary to meet the demands of education and personal change.

- A school where each child receives a broad and balanced curriculum that is personalised to enable each child to fulfil their full potential.
- A school to allow all pupils to develop positive relationships, build skills in tolerance, patience, trust and compassion and to value themselves, others and the world around them.
- A school to foster in our pupils a 'can do' attitude and positive approach to learning.
- A school that recognises the value of education as a life-long process to assist them in acquiring the necessary skills and confidence to develop and adapt as individuals.

Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the "protected characteristics" that qualify for protection from discrimination as: -

- Age (relevant in considering our duties as an employer, but not in relation to pupils)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

The Act introduced a single Public Sector Equality Duty (PESD), sometimes referred to as the general duty. The combined equality duty has 3 main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We adhere to the specific duties, which help us to fulfil our obligations under the general duty. This requires us to:

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty, and Prepare and publish equality objectives.

Reporting racist incidents in schools

Schools in West Sussex are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to West Sussex County Council.

ETHOS AND ATMOSPHERE

St. Anthony's is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

- At St Anthony's School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school and is underpinned by our mission statement and aims above.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors 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
- Provision is made to cater for the spiritual needs of all the children through
- planning of assemblies, classroom based and externally based activities

Partnerships with Parents/Carers/Families and the Wider Community.

St. Anthony's School works in partnership with families, West Sussex County Council and the wider community to establish, promote and disseminate inclusive practise and tackle discrimination ensuring that our Single Equality policy is followed.

- All parents/carers are encouraged to participate in the full life of the school.
- The wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Members of the local community are encouraged to join in school activities
- We involve stakeholders in the development, review, evaluation and impact assessment of all relevant plans, policies and procedures.
- All policies are published annually and shared with stakeholders.

MONITORING AND REVIEW

We will assess and monitor the impact of equality and diversity procedures on pupils, parents and staff.

We will pay particular attention to attainment levels of pupils from:

- Different social groups
- Minority ethnic and faith groups
- Looked After Children
- Pupils who are disaffected and at risk of exclusion
- Pupils with complex special needs.

To inform monitoring and evaluation we will:

- Collect and analyse data relating to progress and attainment
- Seek the views of pupils through surveys
- Consult the School Council
- Seek the views of staff through surveys
- Seek the views of parents through surveys and consultations
- Record incidents relating to bullying, inappropriate behaviour, internal exclusions and fixed term and permanent exclusion.

All data collected will be used to inform further school planning, target setting and decision making. Our monitoring activities enable us to identify any differences in pupil performance and provide specific support and intervention as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Teaching and Learning

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:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- 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 whole curriculum covers issues of equality and diversity;
- All subject staff, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- 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 and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. 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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- We make exceptional provision for all our pupils with special educational needs and disabilities..
- We will meet all pupils' learning needs including the more able by carefully assessed and administered schemes of work
- We provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are 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
- Consideration is given to the physical learning environment - both internal and external, including displays and signage.

Curriculum

At St. Anthony's School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the curriculum by taking into account their SEND, cultural backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important 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 accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and aim to ensure that all non staff members (e.g. coaches) who have contact with children adhere to these policy guidelines.

Provision for Bi-lingual Pupils

We will make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination 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 a range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- 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.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process

- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

ROLES AND RESPONSIBILITIES

Leadership, Management and Governance Responsibilities:

The Governing Body - It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation and meets its legal responsibilities with regard to equality.
- Ensure that the school's policy, procedures and strategies are carried out and monitored appropriately.
- Scrutinize the recording and reporting procedures at least annually.
- Follow the LA's guidance and procedures.
- Have equal opportunities in staff recruitment and professional development.
- Ensure that there are equal opportunities for all pupils, parents and staff.
- Be involved in dealing with serious breaches of policy.

The Headteacher - It is the Headteacher's responsibility to:

- Provide a consistent and high profile lead on equality and diversity.
- Implement the policy and its strategies.
- Ensure that all pupils, parents and staff are treated fairly and equitably.
- Ensure that policies and procedures are in place to comply with all equality legislation.
- Ensure that the school implements its equality and diversity policy.
- Actively challenge and take appropriate action in any case of discriminatory practise.
- Report to the Governing Body at least annually with regard to equality and diversity.

All Staff - It is the responsibility of all staff to:

- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age, sexual orientation or ability.
- Identify and challenge bias and stereotyping with the curriculum and school's culture.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Support the pupil's understanding of equality and diversity policy and practise.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Pupils - It is the responsibility of pupils to:

- Respect others in their language and actions.
- Observe all of the school's equality and diversity policies and practises.

Breaches of this policy

All breaches of this policy will be rigorously followed up using the appropriate procedures and will be reported to the Governing Body and LA as required.

POLICY UPDATES

This policy will be updated annually to ensure that it remains effective in tackling discrimination and does not disadvantage particular sections of the school community.

Equality Objective's current progress

Objective	How	Evidence
<ul style="list-style-type: none"> To ensure all children can access the curriculum, facilities and interventions as specific to their needs. 	Deploy resources effectively and efficiently to ensure that all pupils receive appropriate support.	Pupil progress meetings Curriculum Coverage Additional interventions
<ul style="list-style-type: none"> To promote spiritual, moral, social and cultural development through all appropriate curriculum and extra-curricular opportunities 	Plan the curriculum and extra-curricular delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils.	Curriculum Planning , Assembly Extra- curricular programme available to all students
<ul style="list-style-type: none"> To continue to narrow the gap between pupil who are disadvantaged and those that are not 	Set individually appropriate targets for all children to enable them to achieve the most that they can. To ensure that pupil premium funding is well deployed to support those pupils eligible	Pupil progress data Annual Review Data Pupil premium review
<ul style="list-style-type: none"> To ensure that all children feel valued and respected as part of the community 	Student Council, Opportunities for pupils to access the community as part of their learning	Pupils have the opportunity to contribute to their Annual reviews, end of year reports, targets and contribute to pupil questionnaires.