



## **SINGLE EQUALITY POLICY**

### **EQUALITY STATEMENT**

#### **Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Our aim is to keep the child at the centre of learning, developing their skills for adult life and nurturing each towards their full potential. Every member of our school community recognises and values their role in actively providing pupils with an education of quality.

#### **Legal Duties and Guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

We recognise that our 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

## **Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We understand the principle of the Equality 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 Equality Act 2010 covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.

The school has a designated member of staff for monitoring equality issues, who is a member of the school's inclusion team, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where possible
- Working with our local community. This includes activities such as school trips and activities based around the local community, and inviting leaders of local faith groups to speak at assemblies.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 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 fare less well in the education system. We provide both our pupils 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 school's responsibility:

| School Community       | Responsibility  |
|------------------------|---|
| Governing Body         | Involve and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.<br>Monitor progress towards achieving equality objectives.<br>Publish data and publishing equality objectives.  |
| Headteacher            | As above including:<br>Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.<br>Ensure that the school community receives adequate training to meet the need of delivering equality, including pupil awareness.<br>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Leadership Team | To support the Head as above<br>Ensure fair treatment and access to services and opportunities.<br>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.  |

| School Community        | Responsibility  |
|-------------------------|---|
| Teaching Staff          | Help in delivering the right outcomes for pupils.<br>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.<br>Design and deliver an inclusive curriculum<br>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<br>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated<br>Support colleagues within the school community<br>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<br>Take an active role in supporting and challenging the school to tackle inequality and achieve equality of opportunity for all.  |
| Pupils                  | Support the school to achieve the commitment made to tackling inequality.<br>Uphold the commitment made by the Headteacher on how pupils 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<br>Take an active role in supporting and challenging the school to tackle inequality and achieve 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 website, as well as sending out a letter to our stakeholders.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Incidents will be recorded in the Equality Book which is kept in the Safeguarding & Behaviour Lead's office.

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile and the priorities set out in our school improvement plan.

The Equality Book will be reviewed on a termly basis to determine trends and issues, and the Headteacher will report to the Governing Body.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Lewisham Council's website: <http://www.lewisham.gov.uk>.

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| <b>Approval Level:</b>                       | School              |
| <b>Signed by Headteacher (Erika Eisele):</b> | <i>Erika Eisele</i> |
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