



Single Equality Policy

CAWSTON GRANGE PRIMARY SCHOOL

September 2021

Date: September 2021
Review: September 2022



Single Equality Policy

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. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender. The school complies with the Single equality Act 2010 and the Single Equality Act 2010 (regulations 2011)

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain. We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children. We recognise and pay attention to the different groups of learners within our school:

- Males and females
- Learners with different sexual orientations and gender identities (including LGBT);
- Minority ethnic and faith groups
- Learners with English as an additional language
- Learners with special educational needs
- Learners with a disability
- More Able learners
- Learners who are at risk of disaffection or exclusion
- Learners from different social backgrounds.

This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. OBJECTIVES

2.1 To ensure that all learners 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 this policy is applied to all we do.

2.6 To ensure that pupils and parents are fully involved in the provision made by the school.

2.7 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 children respect one another and behave with respect to one another, and that their parents 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 consider it prudent and sensible to maintain the practice of logging discriminatory incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. racist or homophobic bullying. We also monitor and log bullying incidents.

4. STRATEGIES

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.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 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.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all pupils will be celebrated and recognised.

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.

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. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2021 - 2022

Raise achievement and accelerate pupils' progress so that the overall rate of progress, and the specific rates of progress for particular groups, continue to be at least in line with the national averages, including the progress of all class groups, ability groups, gender groups, special educational needs groups, and pupil premium groups.

7. MONITORING AND REVIEW

7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.