

Churchill Park School Single Equality Policy

The Single Equality Policy brings together our strategies for promoting equality in respect of race, disability, gender and sexual orientation. It provides a sharper and more coherent focus on equality throughout our school; in our policies and procedures; and, most importantly in our day-to-day practices and interactions with our whole school community.

The Single Equality Policy and Action Plan provides an improved framework for actively promoting equality and diversity, measuring and monitoring our progress, and continually reviewing our policies and practices.

This is a key document expressing Churchill Park School's commitment to providing a quality learning experience that is fully inclusive and accessible to all children and young people and creating a fully inclusive working community for all staff.

Signed :

Headteacher _____

Chair of Governors _____

Chair of School Council _____

At Churchill Park School, our Single Equality Policy, enables us to meet our whole school aims of:

- Celebrating the unique qualities of every child
- Empowering all students to become as independent as possible
- Collaborating with the local and wider community
- Valuing the ability and potential of all staff regardless of disability, ethnicity, culture, religious affiliation, national origin, gender or sexuality

Values

At Churchill Park School, we know that meeting the duties described above will mean that all our work embodies these key principles:

- We strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and

celebrate cultural differences, understand the different needs and experiences of boys and girls.

- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children are damaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexuality.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious affiliation, national origin, gender or sexuality.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

Duties

We recognise our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2006)
- The Equality Act (2010)**

We recognise our duty to promote community cohesion under the Education and Inspections Act (2006) and have a policy for this.

Our Single Equalities plan is integral to our efforts to achieve the five outcomes of Every Child Matters, and the objectives of Norfolk's Children and Young People's Plan.

Our duties are:

Disability

- to promote equality of opportunity
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life.

Race

- to eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

Gender

- to eliminate unlawful sex discrimination
- to promote equality of opportunity and good relations between men and women, boys and girls

Sexual Orientation

- to eliminate unlawful discrimination on the grounds of sexual orientation
- to promote good relations between LGBT students and staff and the school community as a whole.

Community Cohesion

In addition to the above duties, we are committed to helping young people to learn to understand others, to value diversity, to promote shared values, to promote awareness of human rights, to develop the skills of participation and responsible action. This is prescribed in our Community Cohesion Policy and will be reflected within our school community, in our dealings with the school's local community, and in the children's understanding of their place in the national and global communities.

Age, religion and belief

Although there are no equivalent promotional duties in relation to age, and religion or belief, we will ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas

Leadership and Management

The Head Teacher and governors ensure that the values described above have impact on all the school's policies and practices, particularly those dealing with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching strategies
- admissions and attendance
- staff recruitment and retention
- staff professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

Roles and responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this policy. has a watching brief over the implementation of this policy.
- The Head Teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given

necessary training and support, and seeing that appropriate action is taken in any cases of unlawful discrimination.

- A member of the senior leadership team has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff are expected to promote an inclusive and collaborative ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping, ensure support for children for whom English is an additional language, maintain a good level of awareness of equalities issues.

Bullying

The staff and governors of Churchill Park School will take action to counter any form of prejudice aimed at staff and pupils, particularly those which are:

- based on disability or special educational need
- based on racism, including anti-social behaviours directed against religious groups and communities, Travellers, refugees and people seeking asylum
- based on sexism or homophobia

We ensure that all staff have access to support and guidance in dealing with any of the above. We use the MacPherson definition of a racist incident: "Any incident which is felt to be racist by the victim or anyone else involved" and report any occurrence to the local authority using

<http://intranet.esinet.norfolk.gov.uk/candp/racistincidents/default.asp>

Resources and training

We will ensure that the content of this policy is known to all stakeholders, and provides suitable support and resource materials to enable everyone to contribute to its impact on our school. We will provide training as necessary to ensure that all staff are supported to meet their responsibilities as described above.

Gathering pupil profile information

The current pupil profile of our school shows that 100% have a disability, 35% are female, 65% are male and 0.05% are from a minority ethnic group.

Engaging with Stakeholders

We have shared the content of this policy with all stakeholders.

- We have gathered the views of the pupils by a questionnaire
- We have gathered the views of the parents by a questionnaire
- We have gathered the views of the teaching staff by well-being questionnaire
- We have gathered the views of the non-teaching staff by well-being questionnaire
- We will gather the views of the governing body by consultation
- We will gather the views of the local authority by consulting with our nominated advisor
- We will gather the views of the wider community by discussion at Community Cohesion meeting

All aspects of the curriculum are reviewed regularly, to ensure that:

- Pupils have regular opportunities to learn about human circumstances which differ from their own in terms of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- Teachers have sufficient opportunity to challenge bias or stereotypical views based on disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.

We also have in place/intend to undertake a prioritisation of school policies to ensure they are generally accessible and meet the needs of all our stakeholders in relation to race, disability and gender.

Action Planning

In order to fully consolidate the impact of this policy, the Deputy Head will create a three year plan.

Monitoring and Evaluation

Our analysis of quantitative and qualitative data will include consideration under the values described above, and assessed for its impact on groups based on disability, special educational need, ethnicity, culture, language, religious affiliation, national origin, gender. Consideration of any such impact will form part of all our internal monitoring procedures.

This policy will be reviewed every three years.