



<b>Policy Title</b>	<b>SINGLE EQUALITY POLICY</b>
Committee responsible	Ethos & Curriculum committee
Last reviewed	November 2023
Next review due	November 2024
Who is governed by this policy	All staff and pupils at the school
Available on website	<b>YES</b>

# SINGLE EQUALITY POLICY

This policy is based on a West Sussex County Council model policy. The policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates including The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 No. 353.

## 1. Introduction

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's statutory duties and responsibilities are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating equality objectives, considers the needs of young people in our community who may want to or have found it difficult to join our school.

The single equality policy should be considered alongside our other school policies, but specifically Anti-Bullying, Behaviour, Collective Worship, Off-Site Educational Visits, Religious Education and Special Educational Needs & Disability.

The schools Vision statement reflects our aim to promote equality.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood each of the protected characteristics (see Appendix 1), and what they mean in terms of an individual's experience and opportunities; each characteristic is an experience rather than a condition. For example, a person with a physical impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

## 2. Purpose

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting equality and promoting community cohesion
- to set out how specific duties are addressed through objectives within the three-year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually.

Through the implementation of this policy we will ensure that, within our resources, every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation, highlight possible and actual inequalities in:

- The Quality of Teaching, Learning and Assessment
- Personal Development
- Behaviour and Welfare
- Outcomes for Pupils
- Early Years Provision, and
- Overall Effectiveness

We will investigate why they take place and remove any unfairness and disadvantage.

## 3. The context of our school

The context of our school is outlined in our own Self Evaluation Review and the Headteacher's termly reports to governors. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

We will take action to ensure that, where possible, people (including governors and volunteers) working in our school reflect the diversity of the communities that the school serves.

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establishing and maintaining links between the school and its local and wider communities
- treating people as individuals in light of the discrimination legislation in Appendix 1, positively promoting respect for diversity, regardless of gender, ethnicity, disability, age, sexual orientation, religion or belief, or marital status
- creating good relationships in the school with all groups of people and promoting equality of opportunity for all.

#### **4. Reporting and reviewing this policy**

In line with requirements we will produce an annual report on the progress of any plans and review and revise the Single Equality Policy every year.

The annual report will be in the form of a Headteacher's Report to the FGB.

#### **5. Complaints**

Complaints by staff will be dealt with according to the Warnham CEP School Confidential Reporting Policy, the WSCC Model Behaviour in the Workplace Policy and the Grievance Policy.

This policy is available electronically on the school website or in hard copy on request at the school office.

#### **6. Related Policies**

See also our Diversity & Equality Policy (for employees)  
Behaviour Policy

## APPENDIX 1

This policy takes into account legislation as stated in the DfE Equality Act 2010 and subsequent updates. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all 'protected characteristics', that is:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

**Note:** *A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but this does not apply to pupils in schools.*

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- 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.

Fuller information is available from the following sources:

### **DfE Education Act 2010**

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmentaladvice>

### **Specific advice for schools**

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>

### **Equality and Human Rights Commission**

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schoolsguidance/>

### **Guidance from WSCC**

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/management\\_info\\_services/inclusion\\_equalities\\_sen\\_ld/equalities\\_including\\_disabili/equalities\\_overview\\_of\\_school.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_equalities_sen_ld/equalities_including_disabili/equalities_overview_of_school.aspx)