



Equalities Information and Objectives

Status

Current Policy

Agreed by the Governing Board February 2023

Review Cycle Every four years

Next Review February 2027

Lead Staff

School Business Manager

Chair of Governing Body Alex Krutnik

Headteacher Jane Hatwell

Mission Statement

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: ***“getting it right for every student”***.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay is registered as a Rights Respecting School

Approved by:	Date
Last reviewed on:	
Next review due by:	

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1. Introduction

Stone Bay School is committed to the Equality Act 2010 which is about ensuring inclusion and equality for all, so that no policies or practices result in unfair or less favourable treatment of pupils or adults on the grounds of a protected characteristic.

The protected characteristics in the Equality Act that apply to everyone are;

- Gender
- Race
- Disability including learning difficulties
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Religion or belief including having no belief.

There are two further characteristics which apply to adults: age and marital or civil partnership status.

We also include other areas of equality, such as gifted or talented ability, social and economic circumstance, and speakers of languages other than English. Our school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe every possible effort must be made to ensure that individuals within this school are valued and have the opportunity to develop their full potential within a context of mutual respect, justice and fairness. We have high expectations of all our staff and learners and ensure that they achieve their best, whatever their abilities, disabilities, gifts or talents.

All individuals within the school are entitled to learn, teach and work within a non-threatening and supportive environment in which the development of self-esteem and confidence is enhanced. We want everyone in the school community to be proud of who and what they are, and of their school community.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The school has equality duties as an employer, a provider of education to children, and as a provider of services to parents/ carers and others in the community. The governing body is aware of its equality duties and endeavours to fulfil them and at all times to follow equality principles.

We recognise that these 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. The school has achieved Silver: Rights Aware of the UNICEF Rights Respecting Schools Award.

All public organisations, including schools, have to comply with the Public Sector Equality Duty, (PSED)) under the Equality Act (2010) to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a school, we also have a specific duty to:

- Publish information showing how we comply with our general duty
- Publish equality objectives which are specific and measurable, at least every four years

The Equality and Respect Policy will be reviewed every two years. We involve and consult staff, learners, governors and parents and carers. We report annually to the Governing Body and through newsletters, on the school website and at parents' meetings.

The objectives which we identify represent our school's priorities and are the outcome of careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

2. Objectives

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We produce Equality Data Analyses which inform our discussions about the Equality Objectives.

OFSTED will inspect and report on how effectively equality legislation and guidance is followed. The Commission for Equality and Human Rights (CEHR) has the power to ensure that equality legislation and guidance is followed, through due legal process.

Our approach to equality is based on the following eight key principles

1. All pupils are of equal value and we work to raise standards for all.

2. We have the highest expectations of all our children. We expect that all learners can make good progress and achieve to their highest potential.
3. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
4. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We recognise that unfairness exists in our society and that it is possible to make changes, through our own behaviour and practices, which will help to eliminate unfairness and to create a more cohesive community.
5. We promote a shared sense of cohesion and belonging. We want all members of our school community to feel that they belong within the school and wider community, and that they are respected and able to participate fully in school life.
6. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
7. We will ensure that no employee, pupil, parent/carer or visitor will receive less favourable treatment on the grounds (protected characteristics) listed above.
8. All members of the school community are protected by, and responsible for implementing equality duties in all areas of school life. For equality duties to be effective, we must have a whole school approach, with:
 - a. Supportive leadership and management at all levels
 - b. Clear messages to all
 - c. Explicit policies, procedures and practices
 - d. Consistency and coherence
 - e. Impact assessments across all areas
 - f. Effective monitoring and review systems

3. Roles and responsibilities

We expect all members of the school community to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

The Headteacher and Senior Leadership Team are responsible for implementing and monitoring the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4. Policies and Practice

The principles of our Equality and Respect Policy apply to all our policies and practices.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, information and evidence of our policy in action is also included in other policies including:

- Teaching and Learning Curriculum
- Admissions
- Positive Behaviour and Anti-bullying Policies
- School Development Plan
- Rights Respecting School Status
- Staff Handbook
- Staff Relationship Guidelines
- Safeguarding
- Staff Behaviour Policy (previously Code of Conduct)
- School website and newsletters
- SEND Policy

The Governing Body considers equality issues in all areas of strategic planning, monitoring and evaluation.

We consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. These are impact assessments. We involve those who are affected by a policy or activity in the design of new policies, and in the review of existing ones.

We collect data and monitor progress and outcomes of different groups of learners and use this data to support school improvement and take action to close any gaps. We regularly carry out Equality Data Analyses for example prejudice related incidents and act promptly to address any areas of concern that we find. We also report this data to the local authority when required to do so.

We maintain records of all aspects of equalities training. We have a programme of induction to ensure we meet the school's changing needs and to reflect our changing population.

5. Special Educational Needs and Disability

All our pupils have special educational needs and we aim to meet their needs in all aspects of provision. Our SEND Policy sets out how we do this and is in line with the recommendations in, the SEN Code of Practice (2015). Regular reports are made to the Governing Body, which has specific legal duties towards pupils with special educational needs.

The definition of disability is "a mental or physical impairment which has a substantial and adverse long-term effect on a person's ability to carry out normal day to day activities" (Disability Discrimination Act, 1995). This includes those with learning difficulties; those with mental illness, such as depression; those who have a

physical or sensory impairment, such as cerebral palsy or deafness, which impedes their ability to carry out normal day to day activities; people with disfigurements; and those with progressive conditions, such as cancer. This means that the legal definition applies to and protects all our pupils and a number of staff, governors, parents/carers and visitors.

We always make reasonable adjustments to meet the needs of our pupils. We have an Accessibility Plan (SEN and Disability Act 2001) in place to:

- Improve access to the curriculum
- Improve access to the physical school environment
- Improve communication by providing information in a range of accessible formats for disabled learners

The Accessibility targets are incorporated into our Equality Objectives and Equality Action Plan. We set new targets as appropriate and at least every three years. The success of the SEND policy and Accessibility Plan is reported to the Governing Body, through newsletters, on the school website and at parents' meetings

We also take account of the SEN & Disability Code of Practice 2015: 0-25 years

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

We ensure that children, young people and parents are actively involved in decision-making and that we provide them with the information, advice and support necessary to enable them to participate in discussions and decisions about their support, in accessible forms. (SEND CoP 2015, 1.9)

We believe that special educational provision is underpinned by high quality teaching and is compromised by anything less. (SEND CoP 2015, 1.24).

We recognise that all children and young people are entitled to an appropriate education, appropriate to their needs, promotes high standards and the fulfilment of potential, to enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood (SEND CoP 2015, 6.1)

We have high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. (SEND CoP 2015, 6.12) All teachers and support staff who work with the learners are made aware of each individual's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system. (SEND CoP 2015, 6.49)

6. Eliminating Discrimination

We do not tolerate any form of discrimination, harassment, victimisation or bullying. Staff are trained to know how prejudice-related incidents should be identified, assessed, recorded and dealt with. We have agreed how teachers should respond to any pupil who uses racist, sexist or other abusive language.

We keep a record of different equality-related incidents and report to governors on these and how we have dealt with them. We review this data termly and take action to reduce such incidents.

If any aspect of our Equality and Respect Policy or related policies is ignored by adults or children in our school community, we take action, first by talking to those involved and attempting to resolve any issues or concerns. Should further action be necessary, our policies on safeguarding, behaviour, discipline and complaints and our Staff Behaviour Policy set out how we will deal with what has occurred. We send appropriate letters to parents/carers of pupils who breach our policy.

We want to get things right. We also have a clear process to enable pupils to raise concerns and make complaints: pupils can talk to any adult, who will then take appropriate action. The school admits pupils with a very wide range of special educational needs and disabilities in line with our Admissions policy which is fair and transparent and regularly reviewed.

We do not discriminate against Pupils by treating them less favourably on the grounds of any protected characteristic or disability. We use opportunities within the curriculum and across the school day to discuss equality issues, to encourage learners to value and respect others, and to challenge inappropriate attitudes and behaviours.

Staff recognise that their expectations directly affect the achievement, behaviour and self-esteem of pupils. They understand that it is their responsibility, and duty of care, to challenge prejudice and discriminatory behaviour both in and out of the classroom, as these will hinder the achievements of our pupils.

Our positive behaviour policy and Anti Bullying policies address bullying and harassment and ensure that pupils understand about kindness, respect and empathy, to prevent discrimination. As part of our Positive Behaviour Policy, positive strategies are key to resolving issues between pupils.

Exclusions, albeit rare, are monitored for any evidence of over-representation of particular groups or bias that might influence the cause of the exclusion or its duration. We take action promptly to address concerns i.e. meeting parents, developing interventions, referrals to our Multi Agency Specialist Hubs (MASH).

We do not discriminate in relation to staff in: recruitment; terms and conditions of employment; promotions; transfers; dismissals; training; employment practices such as dress code, leave and disciplinary procedures; or because of any of the protected characteristics, adhering to safer recruitment practices. We monitor applications and appointments to ensure equity.

Staff are protected by all aspects of the Equality and Respect policy. They have the right to work without fear of discrimination, harassment or victimisation. All staff have the responsibility to ensure that the equality rights of others are protected and to record any incident of prejudice or discriminatory behaviour using appropriate referral procedures.

We ensure that no-one is treated less favourably than others because they do, or do not, have a religion or belief. Our curriculum is inclusive and we celebrate the range of religions and beliefs held within the school community.

We do not make assumptions that partners are of the opposite sex, nor that everyone is heterosexual or from a heterosexual family. We recognize the rights of pupils and adults in relation to gender reassignment or transgender status and have support procedures for anyone experiencing difficulties related to gender or sexual identity.

Their sexual identity or gender status will not adversely affect any opportunity offered nor any aspect of their lives in school. All pupils and all adults within our school community have the right to respect and acceptance whether they are, or are perceived to be, heterosexual, lesbian, gay, bisexual or with transgender status, and whether or not they choose to disclose it. Homophobic or transphobic behaviour is not tolerated.

We do not discriminate in relation to pregnancy or maternity.

We do not discriminate in recruitment, promotion or training on the grounds of age, unless there are objectively justifiable reasons. We will consider a request from a member of staff to work beyond retirement age. Equality rights with regard to age do not apply to pupils.

7. Advancing equality of opportunity

We ensure equality of access for all pupils to a broad and balanced curriculum relevant to their diverse individual needs, removing barriers to participation. We also take account of the needs of pupils who may need support for English as an additional language (EAL) and of parents/carers who may need an interpreter, translator or signer.

We make reasonable adjustments or give more favourable treatment to disabled individuals where this would improve access and participation for them and enable them to benefit as fully from what the school has to offer as non-disabled people. This is in accordance with the Disability Discrimination Act (1995) and Equality Act (2010).

We ensure that our school environment is accessible to all; we provide appropriate aids, equipment and resources as necessary to enable pupils to gain full access to the curriculum and we organise classrooms for ease of access for pupils and adults with disabilities, (see Accessibility Plan).

The school actively promotes equality of opportunity between boys and girls, men and women, as an employer, provider of education and provider of services to the community. We encourage boys and girls to participate fully in areas where traditionally they do not always perform well.

Pupils are encouraged to participate in all areas of school life. We ensure that pupils with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities that the school offers.

We provide opportunities to discuss issues around gender, sexual identity, race/ethnicity, disability, religion, language. Staff understand the importance of promoting awareness of the contributions to knowledge made by people who have disabilities, are from different ethnic groups, lesbian, gay or bisexual. We recognise that positive images of people will work to counteract stereotyping.

In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups and make any appropriate adjustments to ensure access, participation and learning for all pupils where possible. For outings or school journeys, staff carry out risk assessments and make reasonable adjustments to ensure optimum participation for all pupils. We focus on preparation for adult life and on developing strategies for life-long learning, by providing challenging opportunities which meet individual needs eg residential activities, Duke of Edinburgh award trips, Vocational Studies, Work Related Studies & Life Skills etc.

Staff receive continuing professional development through continual training and in practice, to ensure that everyone understands and implements all aspects of the Equality and Respect Policy.

Data is gathered regularly on all aspects of pupil achievement and attainment. It is analysed in terms of difference e.g. gender, ethnicity, free school meals, type of SEN, disability, and if any groups of pupils are seen to be making slower progress or doing less well than we expect, then action is taken to investigate the cause and make improvements.

We closely monitor the attendance of different groups and address any issues promptly to ensure access to learning. We also monitor attendance at extra-curricular, extended day and parents' activities and encourage participation of all groups in our school community.

We recognise that the school is a socially and economically diverse society and that our families and staff come from a range of socio-economic backgrounds. As far as possible, we ensure that, in relation to school, no pupil or family is disadvantaged by their socioeconomic status and that all are treated fairly and equitably. When we are aware that pupils or families are in need of financial support, our staff ensure that appropriate information is given to parents/carers and they are put in touch with appropriate services and voluntary organisations.

8. Fostering good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that address issues and promote the spiritual, moral, social and cultural development of our pupils. We use assemblies and opportunities within the curriculum, as appropriate to teach about difference and diversity and the impact of stereotyping, prejudice and discrimination. We discuss equality issues, promote understanding and good relations and encourage pupils to value and respect others and to challenge inappropriate attitudes and behaviours.

We encourage all our children to have a voice, however where our children are unable to voice their own views, adults will advocate for them. We provide opportunities for pupils to empathise with different experiences. We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, challenging stereotyping.

We promote a whole school ethos and values that challenge discriminatory language, attitudes and behaviour. We provide opportunities for all pupils to appreciate their own cultures and celebrate the diversity of other cultures. We work to establish good communication and co-operative relationships with parents/carers and to establish mutual understanding of expectations e.g. coffee mornings and learning opportunities for families..

9. Other ways we address equality issues

We review relevant feedback from parent questionnaires, parents' meetings, parent-school forums and/or focus meetings or governors' parent-consultation meeting, annual reviews and from complaints.

We analyse responses from staff surveys, staff meetings, training events and staff exit interviews. We review team feedback and responses from the pupils, their families and carers including from the Student Council.

10. Equality objectives Action Plan 2023 - 2025

Equality Objective	Success Criteria	Timescale
We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background	Promoting equality, diversity and inclusion in school helps to ensure that each pupil is able to learn in an environment where all aspects of their identities are recognised and respected, and where they feel safe and secure. Good equality and diversity practices make sure that the services provided to people are fair and accessible to everyone. They ensure that people are treated as equals, that people get the dignity and respect they deserve and that their differences are celebrated.	Ongoing
To ensure our curriculum offer promotes and celebrates diversity	Leaders auditing the curriculum coverage and ensuring a good range of ethnicity, background and gender is celebrated in considering experts in the subject, eg artists, inventors	Ongoing

	<p>Include regular curriculum events to ensure representation of difference, eg Black History Month</p> <p>Learning environment/displays in school to be inclusive in their scope, including books in book corners/library.</p>	
To train staff on how to respond effectively to prejudice-related bullying	By July 2024, 90% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in our staff survey	July 2024

11. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by governing board

12. Links to other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Curriculum
- Assessment