

Thomas A Becket Junior School



Single Equality Policy

1. OVERVIEW

1.1 Equality means recognising and responding fairly to the needs of individuals and identities of all others. It provides every child with an opportunity to reach their full potential and have an equal chance to live their life as they choose. Equality also refers to the way we handle cases of prejudice and discrimination to ensure there is equality in the process and outcome.

1.2 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.

1.3 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. OBJECTIVES

2.1 To ensure that all learners have equitable access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality and equity of opportunity by ensuring that teaching, learning and the curriculum promote representation, 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 recognise 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 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 the 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.

3.2 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.

3.3 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

3.4 We consider it prudent and sensible to maintain the practice of logging racist 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. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

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 treatment of all members of the school community and equitable opportunities.
- 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 2022 – 2025:

- Identify opportunities to develop diversity in the curriculum. Further opportunities will be developed for children to learn about famous people from minority groupings and those

with a variety of abilities including those who are neurodiverse. Collective worship will continue to be used to celebrate festivals of a range of cultures and countries.

- Resources will be diverse and reflect the school's commitment to representation, diversity and equality. Children will see themselves reflected in books, displays and chosen resources and we will continue to ensure that images and pictures include different cultures, race and religion, different disabilities and family backgrounds so that all children feel represented and included.
- Staff, governors and parents will confidently recognise and celebrate diversity within our community whilst promoting community cohesion.