

# THE JUDD SCHOOL

## SINGLE EQUALITIES POLICY

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Policy dated: January 2020

Review date: January 2022

### **Rationale**

This policy outlines the commitment of staff, governors and students of The Judd School to the principle of equal opportunity for all. This commitment is underpinned by recognising and maximising the potential, strengths and achievements of all in the school. The Judd School is determined to remove barriers which could lead to unequal outcomes for different members of the school community. The school community includes:

- Students
- Staff
- Parents /carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to the school
- Potential employees

We are committed to creating a community in which the individual can fulfil their potential irrespective of special education need or disability, health, race, socio-economic group, sexual orientation, religion or belief, pregnancy or maternity, marital status or civil partnership, sex, gender reassignment, or age, at all levels of participation within the school community. The overarching principle of this policy is: strength in diversity. Consequently, there is an understanding of the important distinctions between justice and conformity, between narrowing the gap and affirmative action and between developing individual potential and uniformity.

### **Policy Statement**

Article 14 of the European Convention on Human Rights specifically prohibits discrimination based on "sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth, or other status."

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of the designated protected characteristics – disability, marriage or civil partnership, pregnancy and maternity, race or ethnicity, religion or belief, sex, sexual orientation, age and gender reassignment.

The Judd School will demonstrate its commitment to its public sector duty by:

**(a) Eliminating direct or indirect discrimination and other conduct that is prohibited by the Equality Act 2010 by ensuring that:**

- school policies promote equality, inclusion and access for all
- strategic decision making at all levels demonstrates commitment to narrowing the gap for disadvantaged groups within the school
- education for students and training for staff raises awareness of the Equality Act 2010 and equalities issues faced by the school
- monitoring systems record progress, incidents and outcomes for key groups of students and staff in the school

**(b) advancing equality of opportunity between people who share a protected characteristic and people who do not share it by ensuring that:**

- the school Strategic Plan and school policies ensure that the performance of all groups of students and staff are maximised
- all staff working with SEND, EAL or vulnerable students are dedicated to ensuring that learners with identified needs make progress in line with their peers
- intervention programmes, multi-agency professional support and appropriate personnel procedures remove barriers to learning and eliminate discrimination
- attainment data and equalities statistics demonstrate progress for designated groups of students and staff

**(c) Fostering good relations across all the designated characteristics, between people who share a protected characteristic and people who do not share it by ensuring that:**

- the curriculum is inclusive and covers key aspects of anti-discrimination education in subjects such as Personal Social Citizenship Health and Enterprise Education, Religious Education and Information, Advice and Guidance
- Social Moral Spiritual and Cultural aspects of education, as well as community cohesion and British Values, feature strongly throughout the work of the school
- wide ranging and inclusive Social Moral Spiritual and Cultural programmes promote good relations between and within the designated groups
- reconciliation and resolution strategies form an integral part of the work of the school to build a robust, just and inclusive community
- a growing network of community links at the local, national and international level, builds understanding and cohesion, both within groups and between them.

This duty enables the school to continue to establish an inclusive culture and learning environment in which all students, staff, parents/carers, governors, partners, visitors, stakeholders and contractors can participate and contribute, feel welcome, safe, valued, fairly and respectfully treated and free from discrimination, harassment, victimisation or bullying of any type, including cyber bullying. It will also promote effective partnership working and contribute to cohesion in the local community by instilling these core values into all members of our school.

Embedding the principle of strength in diversity is a priority for the school. Promoting equality is a mandatory part of the induction programme for both staff and students. Regular impact assessment, awareness raising and training for both staff and students helps to underpin the values of inclusivity and mutual respect that are integral to all teaching and learning and day to day activities of the school.

The school ensures robust, measurable Single Equality Objectives are set (see monitoring and review section) and monitored so that effective intervention plans are in place to close any achievement and/or participation gaps for students.

### **Monitoring and Review**

The school monitors the progress and impact of its Single Equality Policy through the outcomes of the following objectives as well as other key performance indicators outlined in The Judd School Development Plan.

The Judd School is committed to providing an environment that welcomes, protects and respects all people. In order to do this our Equalities Objectives, to be achieved by 2022 are:

- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, key stages, trends over time and comparisons with national data and other similar schools
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To continue to reduce all incidents of inappropriate behaviour and / or bullying arising from prejudiced ideas related to special educational need and disability, health, race, socio-economic group, sexual orientation, religion or belief, pregnancy or maternity, marital status or civil partnership, sex, gender reassignment or age
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school including leadership opportunities, especially students with SEND
- To improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas

The school's self-review procedures and self-evaluation form are used to support the assessment of the school's progress towards these objectives. The school recognises the need for sensitivity and places a high regard on personal privacy in its information gathering processes. This will enable accurate assessment of the impact of policy whilst maintaining any preference for anonymity.

### **Links to other policies and documents**

- School Development Plan
- Special Education Needs and Disability Policy
- Supporting Students with Medical Needs Guidance
- Looked After Children Policy
- Accessibility Plan
- Anti-bullying Policy
- Behaviour for Learning Policy
- Child Protection Policy
- Complaints Procedure
- Recruitment and Selection Procedure



- Continuing Professional Development
- Staff Induction Procedure
- Return to Work Procedures
- Fairness at Work (including Whistleblowing)
- Redundancy and Redeployment Policy
- Admissions Policy
- Staff Code of Conduct
- Equality Act 2010

### **Staff Responsible**

- **Senior Leader** with responsibility for Equalities
- **Senior Leader** with responsibility for Inclusion
- **Senior Leadership Team** are to lead on the implementation of the school's Equality duty. The Senior Leadership team will assess the impact on equality of all policies and strategies, with the principle of justice for individuals within or outside of the protected characteristics as designated by the Equalities Act 2010, or any subsequent Equalities legislation.
- **Subject teachers, cover supervisors, supply teachers, teaching assistants, coaches and peripatetic music teachers** are to ensure that support as well as teaching and learning activities promote understanding, challenge and eradicate discrimination and prioritise realising potential in groups and / or individual students.
- **Heads of House and Heads of Department** are to establish procedures and practices that embed the principle of strength in diversity and to lead on initiatives to narrow attainment and participation gaps
- **Support staff** are to ensure that they support and participate in the equality ethos when dealing with students, staff, parents / carers / visitors and members of the local community.
- **Governors** are to challenge the school to fulfil its public sector duty, and to monitor its progress towards the agreed equality objectives, within the Governing Body's statutory function of governance.

