



The Public Sector Equality Duty (PSED):

Single Equality Policy

Equality Action Plan

This document should be read in conjunction with the school's policies on Curriculum, EAL, RE, Anti Bullying, and Ealing's Comprehensive Equality and Diversity Policy.

PSED

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

There are three main elements within the act and in carrying out our functions, as a school, we must have regard to the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality.

All schools must have 'due regard' to the three elements. Therefore, whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

The PSED extends schools' equality duties to all protected characteristics i.e.

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

(It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.)

Single Equality Policy

This equality policy makes it explicit that the school is committed to actively promoting equality of opportunity for all. The principles in this policy pay regard to the whole school community including pupils, families, staff, volunteers and Governors.

We strive to promote the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships. We intend to enhance positive self-image, as well as encouraging respect for and acceptance of others.

Being a school for pupils who may have a physical or medical difficulty we focus directly on the achievement of young people with a varied range of disabilities and consider carefully the relative achievement of groups of pupils with similar needs. We also establish if there is any difference in the comparative achievement of male and female pupils. The school is far from complacent and remains focused upon ensuring that its response to the PSED is significant and effective.

The school ensures equal treatment of all its employees, pupils and any others involved in the school community and will ensure that no one is treated less favourably in any procedures, practices or aspects of service delivery. This school will not tolerate any harassment of people.

Aims for Equality:

- To maintain a general ethos which is enabling, non-discriminatory, and counters prejudice in all its forms
- To ensure that the school is an open, welcoming and safe environment for all members of the school community and visitors; where prejudice and intolerance are not accepted and actively challenged.
- To offer full access to a broad and relevant curriculum which positively reflects diversity
- To celebrate the diverse abilities and needs of all and recognise that the curriculum and environment must accommodate and adapt for individuals
- To value the uniqueness of all and promote respect, cooperation and understanding of the cultures, religions, genders, races and communities they represent. The curriculum resources, displays and assemblies reflect these values
- To actively encourage parents and other guests to visit the school to bring new experiences and be able to share information about their child's learning.
- To support the rights of the child, and actively promote the values represented throughout the curriculum and environment.
- To apply all equality principles to staff, Governors, families, volunteers and visitors as well as pupils.

Implementation:

- Ensure that all policy documents reflect equal opportunity aims and principles.
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality

- Provide curriculum and access that is individualised and appropriate to the needs of all taking into consideration ability, gender, sexual orientation, race, religion, culture, social background and special needs and disabilities.
- Promote equality for and achievement by gender, background and ability through subject leaders monitoring the curriculum areas, resources, assemblies, displays, visitors and visits etc.
- Consider sympathetic adaptation of organisational practices to meet cultural and/or religious needs (e.g. separate swimming sessions for girls in Secondary Department, prayer space).
- Encourage the involvement of all families and supporting networks by targeting hard to reach families, providing bilingual assistance and transport to school where necessary.
- Provide CPD sessions to maintain staff awareness of the issues involved.
- Encourage teamwork to identify and eliminate any discriminatory practices.
- Make appropriate adjustments to working conditions for staff and curriculum access for pupils who are pregnant
- Provide a school counsellor or specialist services for pupils and a confidential counselling service for staff, who are experiencing any anxiety from gender, race, disability or sexual orientation concerns;
- Collect and analyse school data according to disability, gender, religion and race relevant information
- Promote the recruitment, development and retention of disabled employees. The school uses a system of phased return to work for staff that need this after an illness/injury etc. This is in consultation and with advice from Ealing's Occupational Health section. Where a member of staff might develop a disability within service that affects their work then alternative appropriate work will be considered.
 - To utilise the option of Job Carving in accordance with the Code of Practice to encourage the employment of disabled adults in the school
 - The school is aware of disabled staff in the school through interview or referral while in post to Occupational Health. When recruiting and selecting new staff, information is collected on disability through the Recruitment and Selection Forms. Information on existing staff is collected through opportunities to raise personal issues through the appraisal systems.
 - Although there is no obligation for staff to disclose a disability, the school has enabled staff to feel comfortable to do so by:
 - explaining why the information is needed e.g. to make appropriate reasonable adjustments;
 - reassuring staff of the confidentiality of their information
 - encouraging disabled applicants for posts (e.g. in advertisement).

Monitoring:

- The Headteacher records any racist or bullying incidents and consequent actions taken.

Objectives:

1. The school will challenge those pupils who have capacity to achieve higher accreditation in Functional Skills and increase pupil outcomes at the end of KS4
2. The school will improve the SEMH provision to ensure the progress of pupils excluded from other institutions and improve the chance to re-enter mainstream education
3. The school will promote the profile of disabled students in the community through enterprise, links with external facilities, inviting in visitors, etc.
4. The school will challenge stereotypical views of disability, gender, sexuality, race and religion through school curriculum, visitors to pupils, the school environment, staff CPD, celebration days and ensuring that the specialist needs of individual pupils are being met in a positive way.
5. The school will improve the life chances of pupils post 16 by developing and embedding a structured curriculum based on Preparation for Adulthood aspirations

Equality Action Plan

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person(s)	Updates and Impact
The school will challenge those pupils who have capacity to achieve higher accreditation in Functional Skills and increase pupil outcomes at the end of KS4	Collect and analyse data on red pathway Introduce challenge interventions for pupil missing school Improve integration opportunities earlier for most able pupils	Improved progress by higher ability groups More pupils integrating into mainstream	July 2020, 21, 22, 23	SJR, PT	
The school will improve the SEMH provision to ensure the progress of pupils excluded from other institutions and improve the chance to re-enter mainstream education	Embed nurture opportunities and ethos across the school Develop integration links with ARA for identified pupils Staff training on attachment and trauma effects on brain development Employment of staff to offer 1:1 support where needed	Decrease in negative behaviours Improvement in positive behaviour and attention to learning Re-integration into mainstream classes for identified individuals	July 2023	SJR, AM	

<p>The school will promote the profile of disabled students in the community through enterprise, links with external facilities, inviting in visitors, etc.</p> <p>The school will challenge stereotypical views of disability, gender, sexuality, race and religion through school curriculum, visitors to pupils, the school environment, staff CPD, celebration days and ensuring that the specialist needs of individual pupils are being met in a positive way.</p>	<p>Inviting representatives to speak with pupils whose position challenge commonly held stereotypes</p> <p>Staff CPD and SLT taking a lead on challenging stereotypical views expressed.</p> <p>Scrutiny of policies and practice (through lesson observations) to ensure gender stereotypes are challenged.</p> <p>Environmental review and improvement of posters, displays and stickers to promote diversity</p>	<p>Equality is tangible in the school.</p> <p>Pupils are confident, motivated and independent and their contribution is respected and required.</p> <p>Observations, learning walks and questionnaires evidence feeling of safety on school premises</p>	<p>July 2023</p>	<p>SLT and all staff.</p>	
<p>The school will improve the life chances of pupils post 16 by developing and embedding a structured curriculum based on Preparation for</p>	<p>Curriculum review against PfA across school</p> <p>Development of PfA threads through primary and secondary department</p>	<p>16 + provision at JCS robust curriculum based on PfA aspirations</p> <p>Observations evidence PfA</p>	<p>Autumn 2017</p>	<p>SJR,PT, LJ, DM, JF</p>	<ul style="list-style-type: none"> •

Adulthood aspirations	Transition events developed and opportunities for work experience sought	from KS2 through to KS5 Improved careers and work experience across the secondary department			
-----------------------	--	---	--	--	--

This Statement, Policy and Action Plan was Agreed at Governors' Pupils, Teaching & Learning Committee October 2019.

Next Review date – October 2023