



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 the occupational health service that that school has bought into. 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 prejudicial or discriminatory incidents or remarks, and bullying incidents and consequent actions taken.

Objectives 2023-2027:

1. The school will improve the inclusivity of the school, especially for Muslim families, staff and visitors
2. The school will actively support families struggling with cost of living and home challenges
3. To improve translation services from school so that families can access information and events more easily
4. To improve equality and life chances for young people at JCS by using Skills Builder -a spiralling curriculum promoting interpersonal skills and understanding.
5. The school will actively promote diversity across the community, developing the teams of education, business and governance

New Objectives: Equality Action Plan 2023-2027

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
1. The school will improve the inclusivity of the school, especially for Muslim families, staff and visitors	<ul style="list-style-type: none"> • Staff training from Tell Mama • Posters and displays welcoming • Audit of staff to ascertain feeling • Review curriculum and ensure that it reflects the ethic and faith make-up of the community, including books • Whole school celebrations and assemblies for special days in Islam • Encourage Governors from a diverse background, especially Islam 	<ul style="list-style-type: none"> • Staff, families and visitors feedback that there is a positive inclusive environment • Celebrations and assembly rotas are inclusive of events across different faiths • Deep dives evidence inclusive planning and practice 	July 2025	PT	

<p>2. The school will actively support families struggling with cost of living and home challenges</p>	<ul style="list-style-type: none"> • Family worker support families with applying for grants and housing lists, including food bank vouchers • Family worker and DSL undertake home visits to support families • Toy and book lending library set up for use by families • MDT including therapists liaise advise on the resources needed by families at home • Set up a “hardship fund” to support families in need, regardless of FSM status. Ongoing fundraising to keep account viable • PPG used to provide breakfast and uniforms for pupils in receipt and need • Open times at school – weekend and holidays to allow families to use facilities and meet friends 	<ul style="list-style-type: none"> • Family Worker has clear understanding of families that need additional support • Toy/book library is running efficiently • Family feedback is positive about the toy/book library • PPG is supporting pupils to improve outcomes • Weekend/holiday events successful 	<p>July 2025-2027</p>	<p>AM</p>	
<p>3. To improve translation services from school so that families can access information and events more easily</p>	<ul style="list-style-type: none"> • BSL Sign Live app on iPad for each reception for deaf family members • See-Saw as app for gathering evidence of learning that can translate for families • Engage staff or translators for coffee mornings and workshops 	<ul style="list-style-type: none"> • Parents/carers report feeling included • Family and school communication is improved and staff and families report effective communication 		<p>SJR</p>	

Review of Objectives: Equality Action Plan 2020-2023

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	<ul style="list-style-type: none"> • More pupils are achieving accreditation at a higher level. All pupils leave I purple and red groups with accreditation • Pupils in P4 Violet accessing specific subject lessons in English, maths and ICT and are gaining qualifications. More pupils moving into college rather than staying on in sixth form as there is a better qualification route • Teachers specialist in functional skills teach groups • Booster groups following Covid to support individuals in catching up lost learning • TAs are trained to take individuals/small groups in functional skills sessions to improve outcomes • Formal cycle of training and implementation for staff improves the process, resulting in better outcomes

<p>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</p>	<p>Embed nurture opportunities and ethos across the school</p> <p>Develop integration links with ARA for identified pupils</p> <p>Staff training on attachment and trauma effects on brain development</p> <p>Employment of staff to offer 1:1 support where needed</p>	<p>Decrease in negative behaviours</p> <p>Improvement in positive behaviour and attention to learning</p> <p>Re-integration into mainstream classes for identified individuals</p>	<p>July 2023</p>	<p>SJR, AM</p>	<ul style="list-style-type: none"> • Data evidences that there is a decrease in negative behaviours and improvement in behaviour and attention to learning • Improvement in outcomes and achievement • Improved motivation, self-regulation and attention • Improved family relationships with school • Improved attendance at school • Some integration into specific lessons in mainstream for some pupils • Pupils leave to go to college with accreditation in English, maths and ICT • Robust staff training develops better skills and understanding of pupil needs
<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,</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</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</p>	<p>July 2023</p>	<p>SLT and all staff.</p>	<ul style="list-style-type: none"> • Staff working with external specialists to decolonise and diversify the ethos, policies, curriculum and setting. Resulting in better involvement from families, improved self-esteem and school events and environment reflect the school and local community • Careers and Preparation for Adulthood events for secondary pupils are inclusive and a range of next education and internship providers are present to advise pupils and families • School is an active part of the special school careers hub, facilitated by BEE. Arrangements for visitors into school, and work experience sessions in a variety of placements • Scale Space in White City has joined with the school to provide productive and meaningful work experience for a number of students

staff CPD, celebration days and ensuring that the specialist needs of individual pupils are being met in a positive way.	stereotypes are challenged. Environmental review and improvement of posters, displays and stickers to promote diversity	of safety on school premises			<ul style="list-style-type: none"> • Within the school we welcome work experience students, disability advocates and staff with disabilities who are role models for ambition • Careers lead in the school has completed the Careers Leader Programme • Playground scrutinies and pupil voice confirm that pupils feel safe in school – actions are taken swiftly when a concern is raised • Parent/carer and staff questionnaires are positive about the school ethos and setting. Support agencies are contacted if a concern is raised to support staff in deepening understanding
The school will improve the life chances of pupils post 16 by developing and embedding a structured curriculum based on Preparation for Adulthood aspirations	Curriculum review against PfA across school Development of PfA threads through primary and secondary department Transition events developed and opportunities for work experience sought	16 + provision at JCS robust curriculum based on PfA aspirations Observations evidence PfA from KS2 through to KS5 Improved careers and work experience across the secondary department	Autumn 2017	SJR,PT, LJ, DM, JF	<ul style="list-style-type: none"> • Pathways intent is based on the PfA outcomes and establishes the opportunities and experiences that the school will provide for pupils at different phases and the expected skills and understanding that the pupils will gain • Curriculum intent and long term planning relates to the Pathway intent so that PfA is the foundation • Sixth form curriculum is built upon the principles of PfA and embeds life and functional skills and knowledge. The curriculum is based upon work skills and experiences and includes – the Café, gardening and animal care • Travel training schedule has been devised for all secondary pupils in line with the three pathways • JCS Certificate of Achievement developed and informs future placements of learning completed

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

Next Review date – October 2023

