



**NORTH NORFOLK ACADEMY TRUST**

# **Single Equality Policy**

**Review frequency:** Every three years  
**Last reviewed:** 2015



## *Introduction*

The North Norfolk Academy Trust has a single equality scheme, which enables us to meet our whole school aims and objectives. We aim to:

- ensure that all students are accorded equal regard and equality of opportunity;
- encourage a positive attitude to learning including increasing students' responsibility for their own learning;
- help all students to acquire respect for religious and moral values and an unprejudiced view of other ethnic groups, religions and ways of life;
- encourage the personal, social and moral development of every student including the nurturing of self-discipline, self-respect a respect for others and the human and natural environment;
- help all students to develop lively, enquiring minds and the ability to question and argue rationally and to foster habits of responsibility and self-discipline;
- create a caring community, exercising concern and respect for the safety and welfare of others;
- provide a broad, balanced and relevant curriculum for all students;
- promote student and staff well-being;
- enable all students to fulfil their educational potential and to pursue excellence in preparation for work and leisure;
- help all students to acquire the skills and knowledge relevant to adult life and employment in a fast-changing world;
- foster the notion of education as a continuous lifetime process;
- position the school at the heart of the community.

The introduction of this Single Equality Scheme brings together our strategies for promoting equality in respect of the protected characteristics of the Equality Act 2010: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. It provides a sharper and more coherent focus on equality throughout our school; in our policies and procedures; and, most importantly in our day-to-day practices and interactions with our whole school community.

The Single Equality Scheme and Action Plan provides an improved framework for actively promoting equality and diversity, measuring and monitoring our progress, and continually reviewing our policies and practices.

This is a key document expressing Sheringham High school's commitment to providing a quality learning experience that is fully inclusive and accessible to all students and young people.

Signed:

Headteacher:

Chair of Governors:

Chair of School Council:

Chair of Sixth Form Committee (where applicable):

## *Values*

We know that properly meeting the duties described above will mean that all our work must embody some key principles. We:

- strive to make the best possible provision for all students, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality;
- respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, understand the different needs and experiences of boys and girls;
- know that equality is not simply about protecting the potentially vulnerable. We believe that all students can be harmed by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexuality;
- value staff for their ability and potential to help us make the best possible provision for the students in our school, regardless of disability, ethnicity, culture, religious affiliation, national origin, gender or sexuality;
- are proactive in our efforts to identify and minimise existing barriers or inequalities;
- seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review;
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all students in our school.

## *Duties*

Our scheme enables us to meet our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2010)

Our scheme supports our response to our duty to promote community cohesion under the Education and Inspections Act (2006)

We are particularly mindful of our duties under:

### *Disability*

- to promote equality of opportunity
- to eliminate unlawful discrimination
- to eliminate disability-related harassment

- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities

#### *Race*

- eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

#### *Gender*

- to eliminate unlawful sex discrimination
- to promote equality of opportunity and good relations between men and women, boys and girls.

### *Community Cohesion*

In addition to the above duties, we are committed to helping young people to learn to understand others, to value diversity, to promote shared values, to promote awareness of human rights, to develop the skills of participation and responsible action. This will be reflected within our school community, in our dealings with the school's local community, and in the students' understanding of their place in the national and global communities.

### *Leadership and Management*

The Headteacher and governors ensure that the values described above have impact on all the school's policies and practices, particularly those dealing with:

- students' progress, attainment and assessment
- students' personal development, welfare and well-being
- teaching strategies
- admissions and attendance
- staff recruitment and retention
- staff professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

### *Roles and responsibilities*

- The governing body will ensure that the school complies with statutory requirements in respect of this policy. The Chair of Governors, Gill Baker, has a watching brief over the implementation of this policy.
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support, and seeing that appropriate action is taken in any cases of unlawful discrimination.
- All staff and governors are expected to promote an inclusive and collaborative

ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping, ensure support for students for whom English is an additional language, maintain a good level of awareness of equalities issues.

## *Resources and training*

We will ensure that the content of this policy is known to all stakeholders, and provide suitable support and resource materials to enable everyone to contribute to its impact on our school. We will provide training as necessary to ensure that all staff are supported to meet their responsibilities as described above.

## *Bullying*

The staff and governors of Sheringham High School will take action to counter any form of prejudice aimed at staff and students, particularly those which are based on:

- disability or special educational need;
- racism, including anti-social behaviours directed against religious groups and communities, Travellers, refugees and people seeking asylum;
- sexism or homophobia.

We ensure that all staff have access to support and guidance in dealing with any of the above. We use the MacPherson definition of a racist incident: "Any incident which is felt to be racist by the victim or anyone else involved" and report any occurrence to the Local Authority using appropriate documentation.

## *Engaging with Stakeholders*

We have shared the content of this policy with all stakeholders. We have gathered the views of the:

- students by meeting with the School Council;
- staff by circulating the policy for discussion and comment;
- governing body by discussion at a meeting of the full governing body.

## *Impact Assessments*

All aspects of the curriculum are reviewed annually to ensure that students have regular opportunities to learn about human circumstances which differ from their own in terms of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality. This is done particularly through assemblies and the PSHE, RE, Philosophy & Ethics and Citizenship schemes of work.

## Action Planning

In order to fully consolidate the impact of this policy, we undertake the following

	<i>What we do</i>	<i>Date</i>
Students	Closely monitor the progress being made by students with their learning on an individual and group basis i.e. gender, ethnicity, SEN, EAL.	half-termly
	Closely monitor, record and report any racist incident (see Appendices in Race Equality Policy)	on-going
	Review Accessibility Plan	
	Conduct detailed Parent and Student survey	biannual
	Regular meetings with School and Sixth Form Councils	monthly
	Regular monitoring of above and curriculum by governors at sub-committees and full governing body	on-going
Staff	Equality & Diversity monitoring of all appointments and staff	on-going

## Coverage

This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors.

## Monitoring and Evaluation

This policy will be reviewed triennially or sooner if legislation demands with reports to governors on at least an annual basis.