



## **Knaphill Federation of Schools Equality Policy and Single Equality Scheme**

(replaces Disability Discrimination Act/Disability Equality Scheme Race Relations Act and Sex and Gender Discrimination Act)

This policy sets out the school's approach to promoting equality, as defined by the Equality Act 2010. The policy covers sex, race, disability, religion or belief, sexual orientation, pupils/staff who are pregnant, or anyone undergoing or who has undergone gender reassignment.

### **Aims and Values**

At Knaphill Federation of Schools we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, enabling them to fulfil their potential. We aim for excellence for all to promote the highest possible standards, including a prejudice-free environment with a culture of respect for others, recognition and celebration of difference between people, and promoting a community where pupils are well prepared for life in a diverse society.

We seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

### **School's Approach to Promoting Equality**

The School has a duty to

- promote equality of opportunity
- adhere to the Admissions Policy
- eliminate unlawful discrimination
- eliminate harassment
- develop a prejudice-free environment
- promote good relations and positive attitudes between people of diverse backgrounds
- promote full participation in school life
- meet specific needs
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with a disability are not at a substantial disadvantage compared with their peers.

### **Roles and Responsibilities**

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working and providing training if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- promoting and upholding the school/British values
- keeping up to date with the law on discrimination and taking training and learning opportunities
- undertaking training provided including Prevent

Pupils are responsible for:

- adhering to the school rule of respect
- following the anti-bullying policy
- upholding the school/British values

Parents are responsible for:

- ensuring their children are aware and follow policies (Home-School agreement)
- supporting the school in adhering to the Equality Policy

Responsibility for overseeing equality practices in the school lies with a named member of staff (Debbie Harrison) and governor (Jay Atara). Responsibilities include:

- coordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment
- making sure all staff know their responsibilities and receive training and support in carrying these out
- monitoring the progress and attainment of potentially vulnerable groups of pupils
- monitoring exclusions

### **Monitoring, Reviewing and Assessing Impact**

The school's Equality Policy is supported by a Single Equality Scheme (see below).

The Governors will gather information on the effects of the school's policies by monitoring:

- the school's equal opportunities policy when recruiting
- the education opportunities available to and the achievement of vulnerable groups
- admissions, transitions, and exclusions to see if children with disabilities are over represented
- PSHE sessions to ensure good relations are encouraged between different groups
- Incidents of bullying/harassment

Please also see SEN policy and Inclusion Policy

The Equality Act 2010 defines a disabled person as someone who has:

*A physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day to day activities.*

See Appendix 1 for further details

# Single Equality Scheme

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality in relations to:

- sex
- race
- disability
- sexual orientation
- religion or belief
- gender reassignment
- pregnancy or maternity
- age (in relation to staff)

## The General Duty

Schools have a 'General' duty to:

- eliminate conduct that is prohibited by the Equality Act (2010)
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across the characteristics between people who share a protected characteristic and people who do not share it
- ensure reasonable adjustments are made for children with disabilities/medical needs

## The Specific Duties

- publish information showing that they have complied with the General Duty annually
- publish evidence of the equality analysis undertaken annually
- publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement of developing their Equality Objectives
- set and publish Equality Objectives

**Written by:** Debbie Harrison  
**Date:** September 2022  
**Review Date:** September 2026

Information showing that the school has complied with the General Duty:

| Duty  | Actions taken  |
|---|--|
| Eliminate conduct that is prohibited by the Act   | <p>We have reviewed the whole school profile and revisited and underlined the importance of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The school promotes values, including British values, through assemblies and class discussions.</p> <p>We continually evaluate and develop our role in the community. This work has included training for staff, governors and engagement with parents. We welcome outside visitors and enjoy engaging with the local council and its work.</p> <p>The school has an Equality Policy in place and the current required Equality Schemes and Disability Access Plan.</p> |
| Advance equality of opportunity between people who share a protected characteristic and people who do not share it                  | <p>Pupils who have particular needs are well supported in our school, emotionally and socially, and they make progress in line with expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying.</p> <p>Our Anti-Bullying and Behaviour Policies are reviewed regularly, part of initial staff induction and shared with pupils and parents.</p>   |
| Foster good relations across the characteristics between people who share a protected characteristic and people who do not share it | <p>Equality and Inclusion are central to our school ethos. Promotion of values enables pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE/RSE, as well as other lessons, to learn about difference and diversity, both in our own community and others including the global dimension.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p> <p>As a school we believe in 'Leadership for All'. Members of our Pupil Parliament are democratically appointed.</p>   |

The Specific Duties – Evidence of Equality Analysis Undertaken: Policies

| Policy/Practice considered                     | Outline how the policy/practice was evaluated  | Outcome of analysis  |
|--|--|--|
| Behaviour                                      | The 'attachment awareness' policy is reviewed with all staff at the beginning of each academic year and is included as part of the Induction process. It is approved by Governors and is available on the school website for parents. Behaviour, Rights and Responsibilities are discussed with pupils at the beginning of each year and Class Rewards and Sanctions are agreed. | There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.   |
| Anti-Bullying                                  | The Anti-Bullying Policy is reviewed biennially with staff and Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends. Pupils discuss the meaning and effects of bullying during Anti-Bullying Week each year.   | Children are aware of the different kinds of bullying and know what to do if they are bullied or observe bullying at the school. All incidents of bullying are recorded on CPOMS (Child Protection/behaviour Online Monitoring System) and issues are analysed as and when they occur, by Senior Management and required action is then taken. |
| Equal Opportunities                            | Reviewed annually by staff and Governors. Discussed with new members of staff as part of the induction process.  | All staff are aware of their responsibilities  |
| Curriculum, Religious Education & RSE Policies | These policies are reviewed regularly and reflect our wider aims and values, as well as our philosophy of learning and education. Values are discussed and shared with staff and pupils as an on-going part of the curriculum. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our RSE policy has been ratified by Governors               | When planning the curriculum, staff ensure that teaching reflects the diversity of the Equality Act and that all people are represented. This includes Black History Month. The curriculum includes teaching about the importance of good and healthy relationships.   |
| Learning for Teaching                          | Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually with all staff, part of the Induction process and ratified by Governors. There are regular lesson observations by teachers and peers.       | This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion.  |
| Safeguarding                                   | A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by staff and Governors. Constantly updated to reflect changes in legislation and practice. Staff, governors and volunteers are trained on any new areas of Safeguarding.   | Continue to ensure that all staff and Governors have access to quality Safeguarding training and that this reflects issues pertaining to Equality. Continue to ensure all staff and Governors receive regular updates in relation to Safeguarding.   |
| Recruitment                                    | Reviewed annually by Governors   | Appointed staff complete a health questionnaire which is approved by Occupational Health declaring fitness for work or a need for referral.  |

The Specific Duties –Details of Engagement Undertaken – Stake Holders

| Individual/Group engaged or consulted with | Outline the nature of the engagement  | Summarise outcomes  |
|--|---|---|
| Pupils                                     | Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed Pupil Parliament, but also through class and group consultation and questionnaires etc. | Pupils are involved via the Pupil Parliament.   |
| Staff                                      | Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. Staff questionnaires take place and results analysed   | Staff regularly identify needs for on-going training and are encouraged to develop their own practice, leading to CPD in a range of areas, including Equality and Diversity. Staff are involved in policy making. Feedback from observation encourages regular reflections. |
| Governors                                  | Governors review issues pertaining to equality and inclusion at meetings. New Governors attend training which includes their responsibilities towards equality.   | Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. Inclusion governor meets with Inclusion leader on a regular basis.  |
| Parents                                    | Parents regularly liaise with the school through PTA events and consultation evenings. There is a small group of parents who are hard to reach. Parent questionnaires help to involve as many parents as possible.                      | Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion.   |

The Specific Duties – Set and Publish Equality Objectives

| Characteristic | Objective  | Success criteria   | Responsibility            |
|----------------|--|--|---------------------------|
| All            | Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.                     | All policies reviewed and updated in light of the Equalities Act and practices audited.  | HT / Chair of Governors   |
| Race           | Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.                            | Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.           | Senior and Middle Leaders |
| Gender         | To continue to monitor any gaps in attainment between genders  | Pupil progress meetings are held termly to monitor progress and trends of pupil groups.  | Assessment Co-ordinator   |
| Disability     | Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding. | Lesson and curriculum monitoring shows no negative attitudes towards disability and negative stereotyping.   | SENCO                     |
| All            | Interested stakeholders receive requisite training in a range of equalities / diversities issues.  | CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality.                                  | HT                        |
| All            | Seek to broaden and strengthen further our commitment to quality communications with all stakeholders.                                   | Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Makaton / community languages etc. | HT / Governors            |

## **-DEFINING DISABILITY (Appendix 1)**

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the DDA as being disabled. The DDA defines a disabled person as someone who has:

*'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

### **Definition of the terms:**

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

### **Normal day-to-day activities**

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

### **Mental and physical impairments**

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

### **Special educational needs and disability**

The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.