



The Stonebridge School

Equal Opportunities and Inclusion Policy

'Learning for Life'

Policy summarised by	Michelle Anderson
Link Governor	
Review Date(s)	March 2022
To be reviewed	This is a live document which will be regularly reviewed and updated.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The protected characteristics are:

Age (*although not part of the provisions relating to students*)

Disability

Sex (including transgender)

Gender reassignment

Race

Religion or belief

Sexual orientation

Pregnancy and maternity

Marriage and Civil Partnership (*although not part of the provisions relating to students.*)

Our Equality policy is intended to bring together all previous policies around equality issues, including race, gender and disability. It includes all of the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. The School's policy and Equality objectives are in line with the Mayor of London, Sadiq Khan's 4 priorities for 2020-2021.

Aims

The Equality Act 2010 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited by the act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected characteristics under the act. In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

The public sector equality duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications, and share responsibility for the implementation.

In order to meet our general duties, schools are required to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information- to demonstrate compliance with the general duty across the functions. We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives- to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Our Philosophy

At The Stonebridge School, we believe that every individual has the right to their true self without the fear of discrimination or prejudice. We believe that all children should have the right to live without 'discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.' (UNCRC – Article 2)

Our school motto "Learning for Life" will be reflected through the balance of our value led and global education with a strong emphasis on reading and technology; this will ensure our children are well rounded and confident individuals who are equipped for their next educational journey and their place in the world.

We welcome and value the rich cultural diversity of the communities we serve and aim to ensure that the experience of the school reflects this positively. This extends to staff, pupils, parents, governors and visitors. We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others. The Stonebridge School's Core Values of *Tenacity, Respect, (Positive) Attitude, Consideration and Kindness* (TRACK) align with our commitment to prepare our children for life beyond The Stonebridge School. We believe that people are of equal value and within the school should have equal opportunities. Equal opportunities are not about treating everybody the same, people are individuals and therefore

different. Equal opportunities are about recognising different needs and contributions, meeting these needs and appreciating the range of contributions.

Addressing prejudice related incidents

The Stonebridge School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both children and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance materials. The Local Authority may provide some support.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make Senior Leaders and Governors aware of these, when appropriate.

The Stonebridge School will challenge and reduce discrimination through:

- recognising bias and stereotyping
- employing anti-discriminatory practices
- reducing communication and language barriers
- engaging with communities – both local and global
- ensuring all stakeholders have a voice

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting open-mindedness, friendship and understanding of a range of beliefs and cultures through different aspects of our curriculum. This includes teaching in RE, Citizenship and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- The school will use the 5 Global Goal as a conduit for equality teaching and reducing inequality for all children. The school's Global Goals are Quality Education (4), No Poverty (1), Reduce Inequalities (10), Good Health and Well Being (3) and Climate Action (13).
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls.

Review

We have reviewed, and will continue to review, a range of monitoring information, current school policies and procedures, and information based on curriculum and organised activities, to highlight any obvious issues for pupils and staff in relation to the protected characteristics. Evidence from engagement with groups who share a protected characteristic has also been reviewed. The monitoring information includes:

- Achievement data – school data analysis (ASP, Dashboard, IDSR)
- Attendance data –ASP, school data analysis and comparisons
- Exclusion records –ASP, school data analysis and comparisons
- Records of prejudice related incidents
- Representation of rewards and sanctions
- Participation in Extracurricular school activities

The evidence from current work and engagement includes the following:

- Current policies to support good equalities practice for staff and students (including existing equality policies, safeguarding policy, anti-bullying, SEND policy, recruitment etc.).
- Provision and interventions based on school data analysis (e.g. behaviour and achievement data, regarding ethnicity and gender, SEND/PP achievement data).
- Accessibility plan.
- Targeted personalised planning and learning for individual students to accommodate their needs.
- Activities and discussions with students during PSHCE, RE lessons, assemblies and other elements within the curriculum that promotes friendship and understanding about cultures and lifestyles.
- Spiritual, Moral, Social and Cultural (SMSC) Development.
- Community cohesion policy.
- Risk assessments and consequent relevant adjustments and accommodations.
- Monitoring of welfare, with intervention and support where required (for pupils and staff).
- Multi-agency working practice, including the use of the Early Help Assessment (EHA).
- A collaborative approach to meeting the 'Prevent' agenda.
- Taking steps to meet the individual needs of pupils or staff that have a particular characteristic.

- Rigorous audited safeguarding procedures.
- Safer Recruitment procedures (staff only).
- Article 12 Pupils Group.
- Pupils/ parental/ staff surveys.
- Developing information links with local secondary schools.
- Developing communication links with representatives from different communities.
- Fundraising activities and support for charities which highlight problems of others from disabilities and differences.
- Encouragement to all to join in after-school clubs and activities, and school trips, making necessary accommodations, where appropriate.
- More staff in school with ethnic community links/ languages.
- Developing links with schools in developing nations across the world
- External support for SEND pupils.

Roles and responsibilities

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting (and exceeding) the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The school's wider leadership team accept and welcome their responsibility to have due regard in decision- making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time they develop policy and take decisions.

School community	Responsibility
Governing Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Design an inclusive curriculum.
Teaching staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Deliver an inclusive curriculum.

	Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Learning and Teaching Assistants (LATAs)	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school's community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.

Accessibility plan

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan (see separate document) aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) Improving the availability of accessible information to disabled pupils

Objectives

We have scrutinised the information we have to identify any barriers to accessing educational provision and achieving success by those students with protected characteristics and used our findings to identify our pupil equality objectives which reflect our commitment to ensuring that all of our pupils are supported and encouraged to access educational provision that meets their needs and promotes all aspects of their achievement, safety and well-being. Like-wise, we continue to evaluate the diversity of our staff in relation to protected characteristics to ensure that we meet the needs of our staff and reflect the commitment of the school to provide equality of opportunity for all staff in the workplace and to ensure that we promote their safety and well-being.

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of

actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period of 2018-2019:

THE STONEBRIDGE SCHOOL - EQUALITY OBJECTIVES

Our Equality Objectives September 2021	
The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.	
Objective 1: Attendance	
To close the gap between the attendance and punctuality of Black Caribbean children and all other children.	
To monitor and reduce persistent absence and work with families to get children into school	
Why	Planned Actions
<p>The school's attendance figures show that there is a gap between the attendance of Black Caribbean children and all others. The gap varies year upon year and needs to be monitored.</p> <p>2020 -2021 BC attendance = 90.2% All pupils = 93.0%</p> <p>Persistent absence set at < 90%. The school's figure for 20/21 was 12.4% with the national average being 8.8%. Largest group of persistent absentees is Black Caribbean Children which is 36.7% (March 2022) compared to all children 25.7% (March 2022)</p>	<p>To give a set amount of time to the Pupil and Parent Liaison Officer (PPLO) each day to monitoring attendance and looking for absentee trends, which is then to be reported to HoS.</p> <p>All families called on first day of absence.</p> <p>PPLO to send weekly letters regarding lateness and unauthorised absence.</p> <p>To meet regularly with vulnerable families to help improve attendance.</p> <p>PPLO to write termly attendance report</p> <p>HoS to write letters and meet if problem is on-going</p> <p>To target persistent absentee families to come in for drop in sessions offering support.</p>
The equality objectives will be monitored:	
<p>Strategic Priority 2 - to maximize the number of children on roll, be the local school of choice and ensure pupil attendance is in line with national averages, including persistent absenteeism</p> <p>Pupils and staff:</p> <ul style="list-style-type: none"> • -recognise and discuss differences (including gender, race, bias, sexual orientation, disability, disorders and inequalities) • assertively challenge prejudice and discrimination (including stereotypes) • listen to and show respect for the views of others. • articulate and share my opinion confidently • be empathetic towards others (experiences, lifestyles, emotions, choices) • recognise and discuss my self-worth, self-image and identity • discuss how to stay physically and mentally healthy • recognise strong emotions and identify ways of managing these emotions positively • recognise and discuss the importance of positive relationships • explain how my actions have consequences for myself and others • set personal goals that are aspirational and understand how I can achieve these <p>- talk about a range of jobs, and explain how they will develop skills to work in the future.</p>	

Objective 2: Gender	
To work towards eliminating prejudice towards all gender groups. To ensure girls and boys feel equally valued in all respects of school life	
Why	Planned Actions
To ensure there is no significant disparity between the achievements of groups.	Data is analysed termly to ensure that we are aware of any significant differences between the achievement of boys and girls. PSHE and RHE curriculum covers gender issues, sexual bias in media and sexual orientation including transgender. Quality of reading genre and nonfiction - monitor to ensure no gender bias. From September 2021 more detailed data to be presented to governors at each Strategy meeting regarding type of abuse, ethnicity and gender of victim and perpetrator. To also log type of support for victim and actions taken with perpetrator.
The equality objectives will be monitored:	
SDP 2 The School's systems promote parent and carer contributions to maximise outcomes for pupils with SEND. Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well. Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively. The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data. The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND. The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children. School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school. The individual needs of pupils are communicated effectively to all staff. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs. Evidence from observations shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.	

The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHCPs

Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.

There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council.

Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours' support.

Comprehensive assessment supports accurate identification of need and informs classroom practice.

The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.

The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.

The SEND register is accurate and reviewed at least termly.

Parents and carers are fully involved in discussions with the school on identification and assessment.

Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.

Interventions follow a cycle of Assess, Plan, Do, Review.

Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.

The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.

The SENCO uses externally validated data to inform the planning of interventions.

SEND has a high profile in staff continued professional development and learning.

Staff engage in high quality continued professional development and learning to support improved pupil outcomes.

There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.

Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.

Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map.

Highly effective administrative support allows staff with responsibility for SEND to work strategically.

The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils.

The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.

The school is outward facing and engages critically with developments in practice.

Objective 3: Prejudice Related Incidents

To work towards eliminating prejudice towards all groups

Why	Planned Actions
School has a zero tolerance towards prejudicial behaviour or language by its entire community.	Any language/ behaviour that is of a discriminatory nature is brought straight

<p>All staff and children to follow school behaviour code.</p> <p>Using the British Value of 'Tolerance Respect for all'.</p> <p>To increase acceptance as part of an inclusive society by increasing positive awareness of a range of protected characteristics, including the LGBT community, families, age and religious belief</p> <p>To reinforce through class work, school assemblies our values both school and global as to why it is wrong to discriminate and use words in a derogatory way.</p> <p>Aim to reduce the number of prejudice related incidents to zero</p>	<p>to the attention of the HoS or Associate Head.</p> <p>The victim and perpetrator are both spoken to and reconciliation is sought.</p> <p>The severity of the case or individual may also involve parents.</p> <p>Age to create opportunities for pupils to engage with the older generation.</p> <p>To have nil incidents recorded on the authority termly report on all prejudicial incidents</p>
--	---

Staffing

The Stonebridge School will endeavour to ensure that the staff team is diverse, inclusive and reflective of the communities we serve. (see school workforce census) Staff will receive regular training on diversity issues to ensure that there are opportunities to develop an understanding of:

- Equality Legislation
- Cultural competence
- Improve communication
- Bias and stereotyping
-

Reporting on progress and impact

A report on the progress of the above objectives will be published on an annual basis.

Our disciplinary and grievance procedures

Details of the school's Grievance and Disciplinary Policies and procedures can be found at [insert details as appropriate]. This includes with whom an employee should raise a grievance – usually their line manager.

Use of the organisation's grievance or disciplinary procedures does not affect an employee's right to make a claim to an employment tribunal within three months of the alleged discrimination.

Policy review

Written by: Michelle Anderson

Link governor:

Scrutinised and ratified by the governing body

Date of review: March 2022

Next review: March 2023