



The Sunflower Federation Equality Policy

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1. Vision and Values

Our equality vision and the values that underpin school life

The Sunflower Federation was formed in 2017: Breakspeare is a school for pupils aged 3-19 who have severe learning difficulties and Meadow Wood is a primary school for students with physical and neurological impairments.

Our whole purpose and focus is to make life better for the young people with disabilities that attend the federation schools. We know from experience that if we provide our pupils with rich and varied opportunities they can achieve up to and beyond expectations. Therefore, our mission is to provide pupils with as many diverse opportunities as possible in order to meet the schools' aims of broadening and developing our pupils' achievements, whilst offering the pupils the chance to have dignity in their lives.

In order to achieve the above, the following is a list of federation aims that are directly related to establishing equality both in the pupils understanding of others and their treatment by society;

- to empower pupils to become their own advocates and to involve and promote this skill with parents;
- to equip pupils with the skills to maintain good quality and sustainable relationships.
- to keep pupils informed about their rights and responsibilities so that they can become good citizens;
- to help pupils maintain the high quality of life which they have enjoyed while at school; after they leave
- to empower pupils to make informed decisions;
- to enable pupils to be as independent as possible;
- to inform pupils how to find and use leisure facilities;
- to provide the pupils with skills and knowledge to keep themselves healthy and safe;
- to promote social inclusion of our pupils;
- to be a centre of excellence in the education of pupils with severe learning difficulties;
- to challenge negative attitudes and stereotypes about our pupils' disabilities;
- to promote equality of opportunity in the wider community;
- to establish partnerships with the wider community;
- to celebrate the diverse and multicultural school community;
- to promote British values.

The Sunflower Federation is committed to meeting its public sector statutory duties under the Equality Act in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations) as detailed below.

We are committed to providing an inclusive establishment for all members of its community by

1. Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic, and people who do not share it.
3. Fostering good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The need to *advance equality of opportunity* is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

The Sunflower Federation aims to

- reinforce the school's position as a provider of quality education and as a good employer providing development opportunities
- ensure that equality remains high on the school's strategic agenda
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response
- achieve a staffing composition that reflects the composition of the wider community
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously for such behaviour is unacceptable.

2. Legal Background

The duties that underpin our scheme

The Sunflower Federation is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

3. Roles and Responsibilities and Publish Information

Commitment to implementation: Commitment to action: Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Equality and diversity of the Sunflower Federation will be reviewed annually at the governors' meetings.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Head teacher
Disability equality (including bullying incidents)	Head teacher
SEN/LDD (including bullying incidents)	Head teacher
Accessibility	Head teacher, Deputy Heads
Gender equality (including bullying incidents)	Head teacher
Race equality (including racist incidents)	Head teacher
Equality and diversity in curriculum content	Deputy Heads, Phase leaders
Equality and diversity in pupil achievement	Deputy Head (T&L)
Equality and diversity – behaviour and exclusions	Deputy Head (PC&W)
Participation in all aspects of school life	Head teacher
Impact assessment	Head teacher
Engagement /Stakeholder consultation	Head teacher, Link governor
Policy review	Governing Body
Communication and publishing	Head teacher

Commitment to review

The School Equality Scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

To fulfil the specific duty to demonstrate compliance with the public sector equality duty we will publish information annually. Equality information will be available on the school website.

Commitment to action

It is expected that all staff, pupils and adults will pay due regard to the feelings of others and their needs, and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping strongly discouraged and actively dealt with.

The Governing Body will:

- Monitor and review this policy and its effectiveness on an annual basis.
- Assess the impact of the policy on the standards achieved within.
- Make reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of their gender, gender reassignment, pregnancy and maternity, ethnicity, disability, age, marriage and civil partnership, or religion and belief.
- Receive feedback as part of the head teacher reports and question school practice.
- Give due regard to its own members and recruitment of new governors.

The Senior Leadership Team will:

- Keep a record of activities that support pupils to develop an understanding of the concept of equality.
- Ensure the equality policy is kept up to date.
- Report to governors on a regular basis.
- Record and deal with incidents of prejudice-based bullying, and other inappropriate behaviour.
- Co-ordinate the curriculum in conjunction with Subject Teams to ensure there is equality of opportunity in all subject areas, as well as in opportunities to access the wider curriculum.
- Ensure that equal opportunities are addressed in lesson planning.
- Provide opportunities for resources to be ordered to support this policy.
- Apply equal opportunities legislation and guidelines in the school's appointment process and general procedures.
- Monitor performance by groups of pupils either through analysis or discussion with other senior staff.
- Continue to monitor and formulate accessibility plans in conjunction with the governing body.

Class teachers will:

- Ensure the implementation of this policy within the classroom and in their own dealings with staff, pupils and the school communities.
- Contribute to discussions about equal opportunity issues.
- Monitor their own procedures and routines to ensure that all children and staff are treated equitably.
- Refer incidents and concerns, where appropriate, to the head teacher or DSP (as appropriate).
- Ensure that resources are up to date and present positive images that correctly reflect the equality policy of the school.

All school staff will:

- Set an example to pupils in terms of their treatment of one another and display tolerance and understanding towards the beliefs and cultures of others.
- Ensure that policies and procedures are implemented according to the school equality policy.
- Be vigilant for incidents of prejudice and act upon them.
- Encourage pupils to try new activities, challenging stereotypical roles and prejudice.

4. Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

In developing this policy we have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding how to tackle equality issues, we will consult and engage with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have specialist knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

5. Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIA)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

The governing body will monitor the pattern and frequency of racist incidents and inform the LA each term of any such incidents. It will receive reports and data from the head teacher and staff that enable evaluation on the relevance of provision for:

- Dealing with racist incidents – defined as any incident which is perceived to be racist by the victim or any other person. Serious breaches constitute criminal offences
- Challenging pupils, staff, parents or visitors expressing opinions contrary to fundamental British values
- Behaviour, discipline and exclusion, punishment and reward
- Curriculum content
- Teaching and learning
- Assessment of attainment and progress – including special educational needs
- Admissions and attendance
- Recruitment, promotion and professional development of staff
- Disciplinary and grievance procedures relating to staff
- Personal and social education and pastoral care
- Attitudes and personal development
- Ethos and environment
- Communication with parents, carers, governors and the community
- Use of school premises
- Purchasing goods and services.

The governing body will also receive reports on the progress of pupils by ethnic group.

6: Our School's Equality Objectives

Key priorities for action

Achievements to date:

- Breakspeare School International school status
- Community links and enrichment opportunities
- Meeting the needs of the pupils and families from very diverse backgrounds
- Effective implementation of the Sunflower Federation

Our equality objective-setting process has involved gathering evidence from the implementation of the Sunflower Federation; our federation's priorities in line with the individual school's aims for its specific groups of pupils; the impact of CPD provision to meet the needs of different groups; enrichment projects both locally and internationally which are about breaking down cultural and social inclusion barriers and the barriers of disabled access; monitoring and assessment routines in all aspect of the school life.

Equality Objectives are an integral part of the School Improvement Planning (SIP)

Equality Objectives	Protected Characteristic
<p>1a. To ensure that communication with parents and carers demonstrates an understanding and meets the needs of specific learners.</p> <p>1 b. To address equality issues through the provision of CPD for all staff and volunteers.</p> <p>SIP Priority: Quality of leadership and management</p>	<p>Disability, Medical needs, Ethnicity, Race, Religion and belief, Sexual orientation, Gender, Gender identity</p> <p>Age, Disability, Pregnancy, Maternity</p>
<p>2.To ensure that teaching meets the needs of specific learning needs and overcomes barriers for learning.</p> <p>SIP Priority 2: Quality of teaching, learning and assessment</p>	<p>Disability, Medical needs, Ethnicity, Race, Religion and belief, Sexual orientation, Gender, Gender identity</p>
<p>3. To develop staff and pupils' cultural awareness and expression through experiencing their own culture through comparison to other cultures.</p> <p>SIP Priority 3. Outcomes of Learners</p>	<p>Disability, Ethnicity, Race, Religion and belief ,Gender, Gender identity</p>
<p>4.To develop programmes of activities both within the school and beyond to promote an holistic approach to the health and well-being for all members of the school community.</p> <p>SIP Priority 4: Personal development, Behaviour and Well-being</p>	<p>Disability, Medical needs, Ethnicity, Race, Religion and belief, Sexual orientation, Gender, Gender identity</p>

8: Setting Equality Objectives Action Plan

Making progress on equality issues

Sunflower Federations' Equality Objectives' Action Plan is an integral part of School Improvement Planning and its reviews.