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Single Equality Policy Part 1

Responsibility for Policy: Anita Bell/Elizabeth Johnson

Date policy written/rewritten: Sept 2013

 Sept 21

Date policy ratified by governors: 8th Oct 2013

Dates policy reviewed: 24th Feb 2015

 25.11.2016

 23rd Jan 2017

 29.01.18

 29.09.21

28th October 2023

**Equality information and objectives**

**Aims**

Dryden & Hill Top Federation aims to meet its obligations under the public sector equality duty by having due regard to the need to:

• Eliminate discrimination and other 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 all characteristics – between people who share a protected characteristic and people who do not share it

1. **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 and complies with our funding agreement and articles of association

1. **Roles and Responsibilities**

The Governing Body will:

• Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

• Delegate responsibility for implementation of this policy to Headteachers

• Appoint an **Equality Link Governor** who will be every year seek progress towards objective 4

 The Equality Link Governor will:

• Meet with appropriate staff members, to discuss progress towards objectives and any equality issues and how these are being addressed

• Ensure they’re familiar with all relevant legislation and the contents of this document

• Attend appropriate equality and diversity training

• Report back to the Local Governing Body on progress towards objectives and any equality issues and how these are being addressed

Headteachers will :

• Promote knowledge and understanding of the equality objectives amongst staff and pupils • Facilitate regular training in school (where required)

• Monitor success in achieving the objectives and report back to the Equality Link Governor/Governing Body.

**All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.**

1. **Eliminating Discrimination**

Dryden & Hill Top Federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are reminded of their responsibilities under the Equality Act, via school policies and in everyday activities. Both schools work closely with the Governors. They regularly liaise with senior leaders regarding any issues and ensure governors are aware of these as appropriate.

1. **Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, Dryden & Hill Top Federation 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 (e.g. enabling Muslim pupils to pray at prescribed times)

• 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 societies)

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

• Where appropriate, publish attainment data each academic year showing how pupils with different characteristics are performing

• Analyse the above data, and other measures to determine strengths and areas for improvement, implement actions in response and publish this information

• Gather data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils and creating an action plan to remedy/alleviate any trends

1. **Fostering Good Relations**

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

• Promoting tolerance, friendship and understanding of a range of SEND needs, religions and cultures through different aspects of our curriculum

• Holding assemblies/drop down days dealing with relevant issues

• Working with our local community – including external guests

• Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school (eg school council has representatives from key stages and areas of the school, all from a range of backgrounds)

• All pupils are encouraged to participate in each school’s activities

• We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

1. **Equality Considerations in Decision-Making**

Each school ensures it has due regard to equality considerations whenever significant decisions are made. They consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, staff will consider whether the trip:

• Cuts across any religious holidays

• Is accessible to all pupils (reliant on risk assessment)

• Has equivalent facilities for boys and girls

**Action Plan Hill Top – next 3 years**

**Equality Objectives**

**Objective 1: Create a curriculum linked to life beyond the Federation and post 16 destinations**

**Why we have chosen this objective:** Achieve best outcomes for all young people, prepare them for life beyond Hill Top.

**To achieve this objective, we plan to:** Regularly review curricula to ensure it is aligned where appropriate, with the National Curriculum and more importantly Preparation for Adulthood and life beyond the federation

**Progress we are making towards this objective:**

* Review of the curriculum at Hill Top for September 2021
* Additional staff training
* Work with external agencies to support life beyond Hill Top
* Source appropriate and relevant accreditation

**Action Plan (moving forward/NEXT STEPS):**

* **Planning across the year for curriculum strands linked to pathways**
* **Work closely with external providers – next steps for pupils and entry requirements**
* **Links to EHCPs for individuals**
* **Work with post 16 providers to prepare learners for life beyond Hill Top whether this is academic or social/personal support e.g. Independent travel training to allow learners to be able to go to college/work independently/minimal support.**

**Objective 2: EHCP targets become more meaningful and utilised and worked towards by staff and pupils**

**To achieve this objective, we plan to:**

* set SMART targets at annual reviews
* Breakdown targets (IEPs) so that pupils (where appropriate)/staff know what they are trying to achieve and the next steps
* Become part of everyday planning and summative assessment
* Using Earwig to gather evidence of learning towards EHCP
* 2023 – add section F to appraisal process

**Progress we are making towards this objective:**

* Additional training for all staff with Local Authority
* Trialling IEP system in Autism Centre
* T&L monitoring and evaluation review – EHCP explicitly highlighted with book/planning scrutiny

**Action Plan (moving forward/next steps):**

* Appoint Senco to oversee and quality assure Annual Review process and paperwork
* Additional training to support staff in the writing of SMART outcomes for pupils
* IEP targets set for each pupil, each half term

**Objective 3: School behaviour policy is reviewed (June 2021) and linked to the school core values of trust, being kind, being respected and belonging**

**Why we have chosen this objective:** Behaviour Policy identified as not fit for purpose, one size does not fit all (including protected characteristics).

**Progress we are making towards this objective:**

* Voluntary working party set up
* Discussion around consistency – consistency doesn’t mean consistency of consequence
* Working party researching Positive Regard/Positive Behaviour Support
* Use Behaviour Support Plan to support staff and young people
* CPD to support regualtion

**Action Plan (moving forward/next steps):**

* New policy created with working party
* Launched September 2021
* Embed policy across the school
* Follow up sessions – Team Teach
* Recording and monitoring of CPOMs – highlight “hot spots”
* Solution circles to support pupils.