



**Medina House School**

# **SINGLE EQUALITIES POLICY**

**June 2020**

Approved by FGB: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors

Review Date: June 2021  
Document Information

<b>Title:</b>	<b>Single Equalities Policy</b> (replaces previous race, disability, gender equality policies)
<b>Status:</b>	<b>Review for Governing Body approval</b>
<b>Current Version:</b>	<b>7</b>
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<b>Consultation:</b>	Staff, Governing Body
<b>Approved by:</b>	Governing Body
<b>Approval Date:</b>	
<b>Review Frequency:</b>	Annual
<b>Next Review:</b>	June 2021

Version History		
Version	Date	Description
1	February 2012	Draft for consultation
1	March 2013	Approved by GB
2	June 2013	Review following legal updates and review of equality objectives
3	June 2014	Annual update of equality objectives
4	June 2015	Annual update of equality objectives
5	June 2016	Annual update of equality objectives
6	July 2017	Review of Equality Objectives or GB approval 17/18 Academic Year
7	June 2019	Annual update of Equality Objectives
8	May 2020	Annual update of equality objectives

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Appendix A - Equality Objectives 2012-2016 - for reference only

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## 2 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers, which could lead to unequal outcomes for identified groups and individuals of students, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Medina House School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

At Medina House School we are committed to supporting our children and their parents and we will work in partnership to ensure that we make our services, inclusive and accessible for our learners.

This policy has been drawn up as a result of discussion between different stakeholders.

### 2.1 Monitoring and review

Those responsible for co-ordinating the monitoring and evaluation of this policy are the headteacher, the governing board with support and guidance from the lead officer for equality and diversity. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the lead member of the Governing Board responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Teaching and learning
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - All forms of bullying including incidents of prejudice related bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

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## 2.2 Equality Act 2010 update:

**School Uniform Policy:** There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

**The law:** Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

**What does this mean for Medina House School?** In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, we would consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; (e.g our policies are fair and non-discriminatory as they have been widely consulted on, with staff, pupils, parents and governors as appropriate)

It remains the case that Medina House School is free to adopt a uniform policy and can require pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

**Reasonable Adjustment:** As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of a maintained school.

Medina House School is an exemplar of what can be done to support all pupils at the school ensuring that they access the curriculum in a way which supports their abilities. The school supports other schools with advice and guidance on how to support their pupils to ensure that they thrive in an inclusive accessible environment.

Current Government review of the Equality Act 2010 will require the school to include "caste" within the protected characteristic of race. (Updated May 2015).

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## **3 Policy commitments**

### **3.1 Promoting equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including augmentative provision;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

### **3.2 Promoting equality: Achievement**

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

### **3.3 Promoting equality: Ethos and culture**

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council (which is representative of the whole range of needs within the school community), interview panels when recruiting, and through pupil perception surveys through which we seek their views, and where we can we take those views into account and try to action at least some of them.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

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### **3.4 Promoting equality: Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and adhere to best safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **3.5 Promoting equality: Countering and challenging harassment and bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to the Governing Board at every meeting and the local authority on an annual basis the number of diversity related incidents recorded in the school.

### **3.6 Promoting equality: Partnerships with parents/carers and the wider community**

This school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, traveller are made to feel welcome.

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## **4 Responsibility for the policy**

In Medina House School, all members of the school community have a responsibility for the promotion of equalities.

### **4.1 The Governing Board has a responsibility for ensuring that:**

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable (please see Action Plan – section 6 page 10);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the Governing Body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

### **4.2 The headteacher and senior leadership has a responsibility for:**

- In partnership with the Governing Board providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

### **4.3 All school staff have responsibility for:**

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation. Recent court cases in 2017 highlight that obesity may be considered, as a disability should an employee be unable to carry out the requirements of their job role. The governing body note this as a potential HR matter and will seek specialist advice should the need arise.

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- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

#### **4.4 Measuring the impact of the policy**

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up Medina House School. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.

**Equality Objectives  
Annual Review – next review June 2020**

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	<b>Whole school training to include governors</b>	<ol style="list-style-type: none"> <li>1. Highly trained and motivated staff and governors</li> <li>2. Staff, GB aware of: Public Sector Equality Duty (PSED) Section 147 – Equality Act 2010</li> <li>3. PREVENT Duty – Counter Terrorism and Security Act 2015</li> <li>4. Monitoring of the number or reported diversity incidents</li> </ol>	<p>CPD</p> <p>Equality and Diversity Refresher training</p> <p>Prevent Training</p> <p>Ongoing – termly report to LA</p>	Headteacher / DHT/ RB	<p>E&amp;D Refresher Training Feb 2018</p> <p>FGM/Trafficked/Children Missing in Education FGM-</p> <ul style="list-style-type: none"> <li>• JT-02.03.17</li> <li>• JS- Level 5 Safeguarding</li> </ul> <p>PREVENT/British Values – Refresher completed Feb 19</p> <p>SLT and Managers have completed online training:</p> <ul style="list-style-type: none"> <li>• CSE</li> <li>• PREVENT</li> </ul> <p>Safeguarding, including trafficking and County lines – September 2019 , November 2019, December 2020</p> <p>Whole staff Communication Partners Training: 12.02.20 including achievement of Communication Partners Equality Mark</p> <p>LGBT training for all staff: 26/02/20</p> <p>Dragonfly Training completed by LMT: February 2020</p> <p>Prevent training for all staff completed April 2020</p>

**Equality Objectives  
Annual Review – next review June 2020**

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
2	<b>Leadership and Management</b>	<p>Successful pupil progress</p> <p>Achievement of Good following OfSTED inspection on (03/07/18)</p> <p>Achievement of PMLD Standards – outcomes for pupils</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Quality – CPD</li> <li>• Environment</li> <li>• Communication</li> <li>• Health &amp; Wellbeing</li> <li>• Relationships</li> <li>• Social, community, life</li> <li>• Transition</li> <li>• Meaningful time</li> </ul>	<p>Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps</p> <p>Leaders and governors will have an accurate and comprehensive understanding of the quality of education in all classes across the school so that they can plan and refine actions to improve all aspects of the school's work</p> <ul style="list-style-type: none"> <li>• Training provider to other schools – Autism Education Trust AET Trainer</li> <li>• Maybo and Makaton training</li> <li>• Outreach workshops</li> <li>• Attachment awareness training</li> </ul>	Headteacher/ SLT/ all staff/GB	<p>Multi-Vulnerable children progress tracking being developed to be implemented by insert date</p> <p>Tracking pupils' performance on through Classroom monitor (for pupils who are in receipt of additional funding and who are falling behind) so that there is more detailed evidence of progress made. These targets are reviewed half termly by the LMT and subject leaders. Any pupils who are not making progress will have interventions put in place to enable them to achieve their targets.</p> <p>Interventions may include support from the multidisciplinary team that include, Speech and Language therapists, Physiotherapist, and Occupational Health Assistant. The type of intervention will be determined by the needs of the pupils ensuring that they receive an individualised approach to enable them to achieve their targets.</p> <p>Pupil progress meetings each half term will focus on provision for pupils falling behind and those entitled to the pupil premium and its impact on pupil progress. Where progress slows provision will be changed swiftly.</p> <p>The Pupil Premium Report /Impact of actions tracking will include close scrutiny of funding and impact for each year group and pupil group.</p> <p>CPD focused on increasing the achievement of all pupils focusing on specific SEN teaching strategies which is the disseminated to all staff.</p> <p>Whole school training on Sensory Processing : 25/09/19 Fine motor skills : 09.10.20 AAC communication: 15.11.20 Communication partners training 12.02.20 ATAS development day : 04/11/19 Training ensuring coverage of 4main areas of need PMLD standards presentation at National Conference; December 2019 PMLD standards update to governors : 12.03.20</p>

**Equality Objectives**  
**Annual Review – next review June 2020**

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	<b>Teaching and Learning</b>	<p>Equality of opportunity and recognition of diversity are promoted through teaching and learning. Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils.</p> <p>Achievement of Good following OfSTED inspection on (03/07/18)</p>	<p>Proportion of observations that include the positive promotion of E&amp;D E&amp;D is seen as good or best practice Promotion of British Values within the curriculum and collective worship opportunities</p>	All staff	<p>Observations show good use of progress of provision to enable all children to access the curriculum.</p> <p>Review of the impact of the PSHE scheme in relation to British values.</p> <p>The promotion of British values is controlled within planning documentation.</p> <p>Collective Worship assemblies and displays around the school promote British Values</p> <p>Assessment timetable</p> <p>British Values embedded into the scheme of work for PSHE</p> <p>Appropriate provision is in place, track the progress of all pupils, carefully across the school and intervene swiftly if progress slows.</p> <p>Parents are able to access pupils' progress through Classroom monitors 'Parent portal'</p> <p>Pupil pen portraits, IEP's will identify support strategies for pupils so that teachers are aware of each child's specific needs. This will include data, strategies to support Quality First Teaching, additional resources/prompts, likes and dislikes medical needs and learning styles specific to the child.</p> <p>Inclusion leader to closely monitor additional interventions and data to ensure funding is having a strong impact on pupil progress.</p> <p>Teachers will individualise work in class to PP and SEN targets to match their learning needs</p>

**Equality Objectives  
Annual Review – next review June 2020**

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<b>Personal Development, Behaviour and Welfare of Pupils (PDBW)</b>	<p>Good attendance for all pupils – in line with national figures</p> <p>Improved attendance for low attenders</p> <p>Good pupil behaviour, including regular review of behaviour policy and procedures</p> <p>Good safeguarding policy and procedures in place.</p> <p>Good E-Safety policy and procedures in place.</p> <p>PREVENT awareness and procedures embedded across the school.</p> <p>Good medical protocols are in place, including regular review of medical policy and procedures</p>	<p>Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT Self-Assessment</p> <p>Further promote the school's response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process</p> <p>Awareness/training sessions for staff, governors and students within the current academic year</p> <p>Ongoing support to School Council</p> <p>SEND, LAC, pupils with a disability and/or with medical/mental health needs are met and communicated</p>	All staff / GB	<p>Policies reviewed on an annual basis</p> <p>Attendance is in line with national figures for special schools</p> <p>Training undertaken by key staff and all staff sessions have taken place along with input from E&amp;D Consultant on E&amp;D, PREVENT, British Values, FGM CSE, Children Missing in Education</p> <p>The school council will meet on a weekly basis and focus on relevant and meaningful school issues: - and attend governors meetings</p> <p>e-safety assemblies and parent workshops – curriculum input information made available to parents e.g. Keeping pupils' safe on the internet.</p> <p>EHCP/Statements for all pupils</p> <p>All pupils will receive support through a variety of sensory aids or strategies which are aimed to their meet individual needs:</p> <ul style="list-style-type: none"> <li>• Maybo</li> <li>• SEN workshops</li> <li>• Therapeutic Story writing</li> <li>• ELSA</li> <li>• Attention Autism</li> <li>• SLD core training</li> <li>• AAC in the classroom</li> <li>• Administration of Medicines (both general and specific to each pupil)</li> <li>• First aid/ Paediatric first aid</li> <li>• Manual handling</li> <li>• Enteral feeding training as needed</li> <li>• Communication Partner strategies</li> </ul> <p>Our school nurse</p>

**Equality Objectives  
Annual Review – next review June 2020**

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<b>Outcomes for pupils</b>	<p>Pupil achievement and progress is in line with starting points from their initial assessment as MHS.</p> <p>Pupils are secure in their breadth and depth of knowledge, understanding and skills.</p> <p>Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for all pupils who attend MHS to ensure that attainment is improving towards that of other pupils with the same starting points</p> <p>Specific monitoring all pupils who attend MHS to ensure progress is above average across nearly all subject areas</p>	All staff / GB	<p><b>Ongoing</b> monitoring of multi-vulnerable children monitoring</p> <p>Work focus to ensure progress and achievement, including those more able children and those in between national curriculum levels.</p> <p>Gifted and talented PE pupils access mainstream PE on a weekly basis.</p> <p>Monitored regularly by Headteacher and other subject leaders (discovery learning)</p> <p>Monitored by Headteacher through planning and work scrutiny</p> <p>Multidisciplinary teams to work closely with the teaching staff to ensure that pupils receive individualised equipment and strategies to enable pupils to succeed</p> <p>HT provision linked to IEPs and EHCP's</p> <p>Termly progress meetings to monitor interventions ensuring that pupils succeed in an achieving their targets</p> <p>HT/SLT/LLP and other external support through observation and informal drop ins</p> <p>HT/SLT/LLP and other external support through observation and informal drop ins</p> <p>HT/SLT/LLP and other external support through observation and informal drop ins</p> <p>Monitored by Headteacher through lesson observation and other triangulating evidence.</p> <p>New PEPS</p>

## **5 Related Documents**

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Behaviour Policy
- PHSE Policy
- HT reports to governors
- Terms of reference for Governors committees
- School Development Plan

## 6 Appendix

### 6.1 Glossary of Terms

<ul style="list-style-type: none"><li>• <b>Equality Act 2010</b></li></ul>	40 years of equality and diversity legislation developed and combined into a single piece of legislation
<ul style="list-style-type: none"><li>• <b>SEAL</b></li></ul>	Social and Emotional Aspects of Learning
<ul style="list-style-type: none"><li>• <b>SEN</b></li></ul>	Special Educational Needs
<ul style="list-style-type: none"><li>• <b>KS</b></li></ul>	Key Stage
<ul style="list-style-type: none"><li>• <b>EIA</b></li></ul>	Equality Impact Assessment
<ul style="list-style-type: none"><li>• <b>SIP</b></li></ul>	School Improvement Plan
<ul style="list-style-type: none"><li>• <b>SEF</b></li></ul>	School Evaluation Framework
<ul style="list-style-type: none"><li>• <b>Protected Characteristic</b></li></ul>	As covered by the Equality Act 2010, providing protection in the following areas:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
<ul style="list-style-type: none"><li>• <b>SAR</b></li></ul>	School Action Research
<ul style="list-style-type: none"><li>• <b>SEF</b></li></ul>	School Evaluation Framework
<ul style="list-style-type: none"><li>• <b>SIF</b></li></ul>	School Improvement Facilitator
<ul style="list-style-type: none"><li>• <b>RAP</b></li></ul>	Raising Attainment Plan
<ul style="list-style-type: none"><li>• <b>FSM</b></li></ul>	Free School Meals
<ul style="list-style-type: none"><li>• <b>EAL</b></li></ul>	English as an Additional Language
<ul style="list-style-type: none"><li>• <b>SDP</b></li></ul>	School Development Plan