

Policies and Procedures

Title:	Single Equality Policy and Equality Objectives
Associated Policies:	<ul style="list-style-type: none"> • Accessibility Policy • Anti-Bullying Policy • Behaviour Policy • Learning for All-Equal Opportunities Policy • Online safety and Acceptable use Policy • Safeguarding and Child Protection Policy • SEND information update
1 Policy Statement of Aims	
<p>Northampton School for Girls is committed to fair and equal treatment of individuals regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (“Protected Characteristics”). This Single Equality Policy is part of the School’s Single Equality Scheme which incorporates a framework for self-evaluation and action planning.</p> <p>This policy sets out the School’s approach to the three elements of the Single Equality Duty, as outlined by the Equality and Human Rights Commission and the Department for Education Equality Act, i.e.:</p> <ul style="list-style-type: none"> Eliminate discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it <p>The Single Equality Policy also reflects Northampton School for Girl’s approach to the promotion of Community Cohesion. Our overriding consideration is to:</p> <ul style="list-style-type: none"> • Celebrate the cultural diversity of our community and show respect for all • Provide a supportive, inclusive, and empowering learning community for all students and adults <p>The School recognises that there are core values which underpin the ethos of the School and this Single Equality Policy. These are:</p> <ul style="list-style-type: none"> • Fairness – no School policy will unfairly advantage or disadvantage any member of the NSG community • Trust – all members of the School will operate within a culture of trust and individual responsibility • Participation – all members of the School will be encouraged to participate in school activities and no member of the school will be barred from an activity which could be reasonably expected to be open to all • Consultation and negotiation – the School is committed to consultation and negotiation with all representative stakeholders over major policy decisions taken by NSG • Collaboration – all members of NSG will work together as a team in which every member has a view and a voice that will be valued • Transparency – the rationale behind decisions taken will be open and subject to scrutiny <p>The framework established by this policy will be central to all significant decisions taken by Northampton School for Girls and due regard will be given to the need to eliminate discrimination and other conduct prohibited by the</p>	

Equality Act 2010; to advance equality of opportunity across all people regardless of whether they have a protected characteristic; and to foster good relations between all people.

Northampton School for Girls is committed to nurturing in all staff and students the personal qualities which we consider to be essential for a member of the School community, and as a citizen in the wider community – and which promote and value equality and respect for all. These include:

- Thoughtfulness
- Honesty
- Integrity
- Caring
- Kindness
- Responsibility
- Humility

Northampton School for Girls' equality objectives for 2023/24 are detailed in Appendix 1.

2. Procedures (standards)

Northampton School for Girls works in the following ways to secure equality and respect for all regardless of any Protected Characteristics.

- The school will ensure that the mission statement, aims, and core values relate to all members of the school community and promote equality for all.
- The School will regularly review and evaluate the impact of all School policies on the equality groups identified in this policy, and where necessary act to improve policies and practice to promote equality for all.
- The basis for action will be the use of quantitative and qualitative data which, following appropriate consultation, will be used to put in place specific and measurable objectives to support the aims of this policy.
- The School will ensure wherever possible that the equality groups represented in this policy are reflected in the images and languages of all School publications and that positive images of these equality groups are represented in learning resources and displays.

School will seek to make reasonable adjustments to ensure the equality of opportunity of all members of the School community including students, staff, governors, parents and carers and other visitors to the School.

These include:

- Ensuring the building is physically accessible to all including wheelchair users, the visually impaired and those with other physical disabilities
- Working closely with external support agencies to ensure the most effective support is in place
- Providing specific and targeted training to enable staff to meet the needs of individuals
- Sharing good practice in respect of teaching and learning to ensure equality of access for all
- Purchasing a range of specific equipment, software, and resources to enhance learning and support for individuals
- Providing a range of extra-curricular activities to allow choice and access for all

The School is committed to ensuring that all members of the School are fully supported and recognises that some groups may have particular needs. These include:

- Arranging individual meetings with parents of students with a disability or special educational needs to determine the most appropriate strategy and intervention
- Providing one-to-one support for students with literacy and numeracy developmental difficulties
- Working closely with external agencies to provide support for students and families including mentoring and counselling

- Providing and regularly reviewing Individual Education Plans for students with special educational needs
- Providing individual academic targets for all students and reviewing progress against these targets, identifying intervention strategies on an individual and/or group basis
- Ensuring appropriate access to translation services for parental meetings
- Offering and listening to different viewpoints
- Understanding the different rights and beliefs of equality groups and developing greater individual tolerance as a member of the School
- Learning about and understanding the history of oppression and inequalities in society with particular reference to the equality groups in this policy
- A broad range of educational trips and visits for all students
- Participation for all students in all aspects of School life, including extra-curricular activities

The richness and breadth of the curriculum will be reviewed regularly

The School is committed to providing a rich and relevant curriculum which celebrates diversity, actively promotes community cohesion, and ensures the understanding and appreciation of faith, diversity and the

The School promotes an inclusive ethos in all aspects of its operation. Our approach to behaviour management is based upon creating strong relationships built on trust and individual responsibility. This positive approach to behaviour management enables all students in the School to develop positive behaviour patterns and for us to support those most vulnerable students more effectively.

The School will ensure that it has commonly understood processes for challenging inappropriate language; behaviour and prejudice against these equality groups, and that any such incidents are reported and recorded.

The School will ensure that it has an effective anti-bullying policy which is applied equally to all students and does not advantage or disadvantage any member of the School community. The School recognises that the equality groups covered in this policy may be more vulnerable to bullying and harassment, and that all incidents of reported bullying need to be acted upon swiftly and recorded accordingly, reporting to parents, as necessary.

The School will ensure that all aspects of employment– including recruitment, disciplinary issues, complaints, grievances and allocation of responsibilities, professional development and other opportunities for all staff – are monitored to ensure that equality is upheld.

The School works in partnership and collaboration with a range of other schools, colleges, charities, and organisations that also promote equality, and can maximise equality of opportunity for all members of the School community.

3 Who is responsible for carrying out this policy?

The implementation of this policy as part of the Single Equality Scheme will be monitored by the Chair of Governors and the Headteacher.

The SENCO is responsible for ensuring that specific aspects of this policy are implemented in respect of individual students on the SEN register.

Whilst we recognise that individuals may have different views on equality, it is the responsibility of the whole school community to implement this Single Equality Scheme in a manner which promotes the inclusive ethos of Northampton School for Girls.

4 Monitoring and reviewing

The school is committed to regular monitoring and evaluation of the attainment and achievement of all students, including those from vulnerable groups, to enable us to identify areas where additional intervention and support may be required.

The School will monitor and analyse the following data categories in order to identify discrepancies between equality groups identified in this policy and the School community as a whole, as well as national trends:

- Attainment
- Progress
- Attendance
- Exclusion
- Bullying

The School will subsequently identify and implement appropriate interventions to minimise any discrepancies found

The Single Equality Scheme, which incorporates this policy together with a framework for evaluation and action planning, will be reviewed on a three-year cycle by a representative working party consisting of the following stakeholders:

- Students
- Parents
- Staff
- Governors
- Community representatives

The effectiveness of the Single Equality Scheme will be assessed using a self-evaluation framework and an assessment of progress against targets identified in the action plan, together with stakeholder views. This will be reported in the annual equality report.

The school will ensure that, whilst adhering to equalities legislation and safer and fair recruitment practices, every attempt will be made to achieve diversity in the workforce and the governing body to ensure that it is representative of the local community.

Following this evaluation, recommendations will be made for changes to the policy, and action planning for the future, to continue to improve the culture of equality for all within the School.

5	Policy Review
	5.1 This policy will be monitored as part of the Academy's annual internal review and reviewed on a three-year cycle or as required by legislature changes.

Appendix 1 – Northampton School for Girls Equality Objectives 2023/24

	Objectives	Strategies	Success Criteria
Objective 1	To continue the promotion and celebration of spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	<p>PSHE curriculum</p> <p>Regular assemblies reflecting on our Respect ethos and British Values which promote mutual respect and tolerance of those with differing faiths/beliefs</p> <p>Continued development of the remit of the student CUE Council (Charter for Unity and Equality) to lead the promotion of issues of equality and diversity</p> <p>Celebration of the School family’s diverse make-up and inclusive nature</p> <p>Tracking hate/bullying incidents to measure impact of the above</p>	Greater awareness, understanding and tolerance of different groups of students and staff within the School Reduction in hate/bullying incidents, progress of evidence impacted through student and staff voice and feedback
Objective 2	To actively close the gaps in attainment and overall achievement between all groups students, particularly focusing on disadvantaged students, students with special needs and disabilities, looked after children and students from minority ethnic groups	<p>Early identification of need through the tracking of individual student performance.</p> <p>Provision of bespoke tailored support and specific intervention to enable access to the curriculum</p>	Improved attendance and performance for student groups Regular monitoring of progress, support and challenge by leadership at all levels – including the Governing Board
Objective 3	To continue giving due regard to equality, diversity and inclusion during the recruitment processes for new employees and increase the diversity of the workforce	<p>Review both the advertising and selection processes to ensure they are fair and accessible to all</p> <p>Provide training to interviewers on equality, diversity and inclusion</p> <p>Promote a fair and inclusive culture within all marketing materials</p>	Progress in addressing under-representation of particular groups at NSG

<p>Objective 4</p>	<p>To promote mental health awareness and develop appropriate interventions where necessary. Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.</p>	<p>Ensure staff have access to a member of staff trained in Mental Health First Aid. Provision of external support for students and staff where required Consideration of workload for teachers and support staff; staff forums for discussion and recommendations about how work-life balance can be maintained</p>	<p>Progress in outcomes of the Trust employee questionnaire Increased staff and student attendance.</p>
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