



Reynalds Cross Vision:

*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best they can be.*

Single Equality Policy and Plan

Approved	December 2025
Review date	September 2026

Single Equalities Policy and Plan

Under the one umbrella including

- Race
- Disability
- Gender & gender reassignment
- Pregnancy & maternity
- Age
- Religion and Belief
- Sexual Orientation
- Special Educational Need
- Community cohesion

1. Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our legal responsibilities in terms of race, disability, gender and gender reassignment, pregnancy and maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together - learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2. National and Legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

3. School context

The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Reynolds Cross, we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

Current profile (July 2025)

Total Pupils – 144

Males – 101

Females – 43

EHC – 144

Free School Meals – 63

Pupil Premium – 60

English as an additional language - 14

Ethnicity	Number
White British	79
Indian	11
Pakistan	18
Traveller Irish Heritage	0
Any other Asian background	4

Any other Black background	0
Any other Ethnic group	4
Any other Mixed background	6
Any other White background	2
Bangladeshi	3
Chinese	4
Gypsy/Roma	0
White Irish	2
White and Asian	5
White and Black African	0
White and Black Caribbean	5
Refused	0
Black African	2

Analysis of data changes since the last plan.

- (a) The number of free school meals pupils has increased.
- (b) The ethnicity is similar and numbers have increased in line with pupil numbers.

4. Equality in policy and practice

In addition to the specific actions set out in the plan, Reynolds Cross operates equality of opportunity in its daily practice in the following ways:

Teaching & Learning

The new curriculum was introduced in September 2020. This incorporated stakeholder views and National Curriculum guidance. The curriculum is now succinct, child centred and provides skills and experiences ready for future life.

- We train staff on a variety of subjects around specific learning difficulties, autistic approaches, behaviour difficulties, Team Teach and communication. In addition to this, staff are trained in medical intervention techniques. (Refer to training records/logs)
- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare pupils for life in a diverse society
- We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs

- We challenge racist and discriminatory language and attitudes
- We regularly and actively celebrate aspects of different cultures
- We seek to involve parents and carers in supporting their child's education
- We include teaching and learning styles which are inclusive and reflect the needs of our pupils
- Males and Females are given the same opportunities throughout the school

Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

- Links with local organisations e.g. police where men and women fulfil the same role.
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Community links are promoted in Myself and Others, My Community, My Special Events and My World in particular.

The policy on Special Education Needs (SEN) is adapted in line with the recommendations in the latest national SEN Code of Practice.

Admissions and exclusions

Our admissions are through referral from START and do not discriminate on the grounds of race, gender or disability.

Exclusions are rare and based on the school Personal Conduct Policy with the right to appeal.

5. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities, principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of need of the community.

Employer duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff

- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation.

During the Covid-19 pandemic risk assessments were completed on staff who were shielding and all disabilities were considered and appropriate time within the building was fair and appropriate to the disability.

6. Equality and the law

There are a number of statutory duties that must be met by school.

a. Race equality

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

c. Gender

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment

- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

d. Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful- for schools, this relates to admission and treatment of, and services to, pupils.

e. Age

Reynalds Cross is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

f. Community links

Schools and their governing bodies have a duty to promote community links. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds. Due to the Covid-19 pandemic the Government guidance restricted educational visits and visitors attending school. This will resume when appropriate.

g. Protected Characteristics

The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships.

7. Roles & Responsibilities

Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability
- The governing body receives a termly report from the Head Teacher on any incidents regarding equality.

Head Teacher and Senior Leadership Team

- The Head Teacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities

- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness
- The SLT are responsible for implementing, communicating and monitoring the Equality plan

Teaching and non-teaching staff

- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT
- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can make many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person."

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

9. Review of progress and impact

The plan has been agreed by the Governing body and it is part of a rolling programme of policy review. In line with legislation and due to the change of Head Teacher, we will review progress after one year. We make regular assessments of pupils to track progress. As part of this process we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

10. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website
- Include the plan in the Headteacher Report to Governors
- Raise awareness of the plan through the school newsletter, assemblies and staff meetings
- Make sure hard copies are available.

Reynalds Cross School Equalities information

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct 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 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 equality groups: race/disability/sex/gender reassignment/ age/pregnancy and maternity/ religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies & 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
- Researched 2014 Public Sector Equality Duty Guidance for Schools in England.

1. Summary of our equalities evidence

- In relation to RACE, the evidence we hold tells us that there is no major differences in pupils in performance relation to their starting point
- In relation to DISABILITY the evidence we hold tells us that there is no major differences in pupils in performance relation to their starting point
- In relation to SEX, the evidence we hold tells us is no major differences in pupils in performance relation to their starting point
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us: we have no identified group
- In relation to AGE, the evidence we hold tells us: we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we have no identified group
- In relation to RELIGION & BELIEF, the evidence we hold tells us: those with no religion are achieving slightly less than other groups; participation in groups reflects the school profile

- In relation to SEXUAL ORIENTATION, the evidence we hold tells us: we have no identified group

2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation tells us: we are engaging well with groups of different ethnicity
- In relation to DISABILITY, our self-evaluation tells us: we are engaging and our pupils make good or outstanding progress
- *In relation to SEX, our self-evaluation tells us: we are engaging well with both males and females*
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us: we have no identified group
- In relation to AGE, our self-evaluation tells us: we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us: we have no identified group
- *In relation to RELIGION & BELIEF, our self-evaluation tells us we are engaging well with a range of groups group*
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us we have no identified group.

Reynalds Cross School Equalities Plan 2025

	Strand	Action	How will it be monitored	Responsibility	When	Success Indicators
1	Disability	Monitor impact of long term sickness	Updated risk assessments and through Sickness Absence policy Stage 1 and 2 reviews.	Leaders	Ongoing	Staff remain in school and appropriate adaptations are made.
2	Pregnancy and maternity	Pregnancy risk assessments completed in line with Government policy	Through occupational health advice.	Leaders	Ongoing	Staff are in classes where one metre social distance can be maintained.
3	Disability	Regular meetings with commissioners about physio, speech and occupation therapy. Service leaders to increase and bridge the gap of services lost during the Covid-19 pandemic.	Through Head Teachers termly report.	Dawn Brettell and Sue Townsend	Ongoing	More face to face physio speech and occupation health sessions for pupils and staff training.
4	All	Curriculum Policy to be updated	Governors	Jacqui Lucas	Yearly	New Policy in place.
5	All	Equality issues are considered at our Satellite Centre	Observations	Leaders	Yearly	No equality issues identified.

This Single Equalities Policy and Plan will be updated annually and action taken reported to the Governing Body at least annually.