



Good Apple Independent School

Policies and Procedures

Date	Review Date	Coordinator	Nominated Committee member
09/09/2019	Continuous	All staff	D Redmond

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe policies and procedures are necessary to the success and safety of any school. We understand that the difference between policies and procedures is that a policy is a 'guiding principle used to set direction in an organisation, whereas a procedure is a series of steps to be followed as a consistent and repetitive approach to accomplish an end result.'

We recognise that policies and procedures provide guidance for everyday operations. They ensure compliance with laws and regulations, give guidance for decision-making and streamline internal processes. But in order for them to be effective they must be accepted and implemented by pupils and school personnel and acknowledged by other stakeholders.

We have established rules and regulations in order to create standards of quality for learning and safety, as well as expectations and accountability. We believe that without these we would lack the structure and function necessary to provide the educational needs of pupils.

We have a duty to ensure pupils and school personnel feel physically and psychologically secure in their learning and working environment by producing policies that establish safety standards for the physical environment and for the mental state of pupils and school personnel.



We acknowledge that policies produced by the local authority establish standards and hold schools accountable to the local community.

We believe it is essential to have in place effective policies and procedures that are clear, concise, and informative and will provide a framework within which everyone connected with the school will work.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To have in place policies and procedures in order to provide guidance for everyday operations.
- To establish rules and regulations in order to create standards of quality for learning and safety and accountability.



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- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Committee

The Committee has:

- the duty to ensure the following procedure is adhered to in the writing of new school policies and procedures:

- | | |
|----------------------------------|---|
| Identification | ▪ Identifying the need for producing a document to deal with a new initiative or perhaps to give new guidance for an established system. |
| Production | ▪ Deciding on who should write the document. |
| Agreement | ▪ Agreeing the document once sufficient discussion has taken place or perhaps a re-draft of the original. |
| Implementation | ▪ Putting the document into practice. |
| Monitoring and Evaluation | ▪ Continuous monitoring will establish how effective this document has been or perhaps it has been established that it needs to be amended.

▪ All school documentation will be reviewed annually or periodically |
| Re-draft | ▪ After discussion the original document has been re-drafted and then implemented again.

▪ All school documentation will be updated when the need arises. |
| Effectiveness | ▪ We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. |



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- delegated powers and responsibilities to the Headteacher to ensure that all school documentation is clear, concise and informative and provides a framework within which everyone connected with the school will work;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities committee member to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Committee;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Committee.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- work closely with the link committee member;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and committee members;
- annually report to the Committee on the success and development of this policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:



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- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Committee;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:
 - All aspects of this policy
 - All school policies and procedures
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment



Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated committee member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Committee for further discussion and endorsement.

Linked Policies

All school policies and procedures

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	N Myers	Date:	09/09/2019
Chair of Committee:	D Redmond	Date:	11/09/2019



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