

Chase Lane Primary School
&
Nursery Unit

Single Equality Policy



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Chase Lane Primary School and Nursery Unit

Foreword

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. This culmination of previous Acts incorporates nine major Acts passed by governments and many regulations introduced in recent decades. The Act introduced a new public sector single equality duty which came into force on 6th April 2011. The **specific duties** place a requirement on schools to publish equality information by 31st December 2011. This information must show how the school has complied with the **general duties** and must be produced at least annually from the first date of publication.

The **specific duties** also place a requirement on schools to publish equality objectives by 6th April 2012. These must demonstrate what a school could reasonably achieve to meet one or more aims of the equality duties, showing the involvement of stakeholders in developing the objectives. The equality objectives must be published at least every four years.

This document provides a framework for a single equality policy which addresses these changes and ensures compliance with the Act and single equality duty.

Key Legislation: The Equality Act 2010

It is the responsibility of the school to be familiar with the content of The Equality Act 2010 and ensure full compliance with the specific duties of the Single Equality Duty

1. Policy introduction

The aim of the **general equality duty** is to integrate consideration of the advancement of equality into the day-to-day business of public authorities. At Chase Lane Primary School, we welcome our role in taking due regard to the need to:

- promote equality of opportunity for everyone, through all aspects of school life, both within and beyond the curriculum, including pupils, staff, parents/carers, governors, visitors and members of the community
- provide an outstanding education for all pupils
- ensure that all children and adults are able to participate fully in the life of the school, to the best of their ability
- promote community cohesion, through developing respect for and good relationships with, all members of the school community, both within school, the locality and at a national and international level
- eliminate unlawful discrimination, harassment and victimisation
- promote positive attitudes towards a diverse society, whilst encouraging children to develop a sense of their own identity and culture
- educate against prejudice

This policy also addresses the **specific duties** of the Act to:

- engage with interested groups and individuals
- publish equality information
- formulate and publish equality objectives.

The “**Protected Characteristics**” that relate to schools are:

- disability
- sex/gender
- race/ethnicity
- religion/belief
- sexual orientation
- gender reassignment
- pregnancy/maternity

With regard to schools as employers, the following are also protected characteristics:

- age
- marriage/civil partnership

The “**Unlawful behaviour**” outlined in the Act includes:

- direct discrimination** – *A person is treated less favourably because of their protected characteristic e.g. A child can't be a prefect because of their religious denomination.*
- Indirect discrimination** – *When a provision or practice has a more general impact on a group of people with a common protected characteristic e.g. holding a parents evening on the date of a religious celebration such as Eid.*
- Harassment** – *An infringement of someone's dignity that may include a degree of bullying, intimidation, hostility, degrading actions or comments, humiliation or offending that person in the school environment.*
- Victimisation** – *If a person is treated less favourably because of something they might have done in connection with the Act. A child must not be victimised by association of someone who may have committed a protected act.*
- Discrimination arising from disability** - *A person who has a disability will be treated differently. The rest of the Equality Act is about everyone being treated equally e.g. a black or white person or a man and woman however a person with a disability will be treated more favourably than a person without a disability. This could be for many different reasons but often relates to access arrangement to the provisions available in school.*

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members. By ‘pupils’, we are referring to prospective and former pupils, in addition to those currently at the school.

2. Equality – aims and values

At Chase Lane Primary School we aim to provide equality and excellence for all, in order to promote the highest possible standards.

Our Equality Policy is based on our core values as expressed in our school's aims/mission statement. We pride ourselves on being a fully inclusive school, able to meet the needs of staff and children through a range of integrated community services. We believe that everyone is of equal value; everyone is unique.

We recognise and respect diversity. Treating people equally does not necessarily mean treating them the same. Policies, procedures and practices do not discriminate; they differentiate to meet individual needs. We welcome our responsibility to foster a culture of respect for others within a caring, cohesive environment. All members of the school community are encouraged to develop positive relationships reflecting their status as members of a diverse global community.

It is our duty to ensure that the aims and values outlined here apply to the full range of our policies and practices.

3. The school's approach to promoting equality and eliminating discrimination

The overall objective of the school's Equality Policy is to provide a single framework for the school to pursue its equality duties to promote equality of opportunity, and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities. In order to achieve this, it is our aim to eliminate all forms of discrimination and harassment (the four kinds of unlawful behaviour).

Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Advancing of equality of opportunity involves:

- removing or minimising disadvantages
- taking steps to meet people's needs
- encouraging participation in any activity in which participation by people sharing protected characteristics is disproportionately low

Fostering good relations involves:

- tackling prejudice
- promoting understanding

Ethos and Environment

- Staff work together to create an environment that feels safe, welcoming and accessible to all staff, pupils, parents/carers, governors and visitors, based on a culture of mutual respect and celebration of diversity
- We operate an 'open door' policy, whereby parents/carers are encouraged to discuss any issues with school staff and staff make regular contact with parents/carers
- Classroom/school layout, equipment and adaptations reflect the needs of children and adults, to enable them to participate in all aspects of school life
- Resources and displays in our school reflect the experiences, backgrounds and abilities of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school
- Discrimination is challenged and investigated

Admissions, Attendance and Exclusions

Our Admission Policies are fair and transparent, and do not discriminate against any protected groups. Additional support is offered to parents to access information, as appropriate.

The school expects excellent attendance from all pupils, due to the positive impact that this has on attainment and progress. Attendance is monitored on an individual, group, class, year group and school basis. Absences are authorised for exceptional circumstances.

Teaching, Learning and the Curriculum

All staff ensure that the school and all learning experiences are inclusive, in which all children are able to participate and where they feel that their contributions are valued. Positive steps are taken to include all pupils:

- Individual needs are discussed and recorded on entry to school. All staff work hard to ensure that specific needs are met. Appropriate differentiation and support are provided from within school and/or with input from other specialist agencies
- Pupil groupings are varied, during the week, to reflect the individual needs of children, including academic and personal/social developments and needs. Differentiation ensures everyone is included in the main class lesson.
- Teaching styles reflect different learning styles and children's individual needs are met within and across lessons.
- Collaborative working is planned and encouraged, across all groups of pupils.
- Pupils' personal qualities are developed in all lessons, as we strive to develop character. Pupils are taught to become increasingly sensitive towards and tolerant of others.

- Independence is encouraged and supported, enabling them to take responsibility for their own learning and behaviour.
- Staff use teaching materials that reflect the diversity of the school, population and local community, and avoid reinforcement of bias or stereotyping.
- The curriculum is planned and developed to ensure that it is appropriate, interesting, stimulating and challenging to all pupils.
- The curriculum is planned to promote positive attitudes to diversity and to directly teach attitudes and values that challenge discriminatory behaviour or prejudice.
- The curriculum provides opportunities for pupils to appreciate their own culture, to celebrate what it is to be British (the rule of law, democracy and individual liberty) and celebrate the diversity of other cultures
- Opportunities are identified to enrich curricular experiences by learning about cultures, languages, religions, beliefs and experiences of pupils and pupil groups within the school. This includes visits out of school and inviting visitors into school.
- Staff work in partnership with all parents to involve them in supporting their child's education.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - o boys and girls
 - o pupils learning English as an additional language
 - o pupils from minority ethnic groups
 - o pupils who are gifted and talented
 - o pupils with special educational needs
 - o pupils with a disability
 - o pupils receiving free school meals
 - o pupils who are in public care
 - o pupils who are at risk of disaffection and exclusion
 - o lesbian, gay or questioning young people

Attainment and Progress

- The school has high expectations of all pupils and strives to attain the highest possible standards
- Pupil attainment and progress data is monitored in detail on an individual and school level, as well as by identified pupil groups. Intervention strategies are implemented as necessary.
- Staff use a range of methods and strategies to assess pupil progress and these are reviewed to ensure that they are accessible to all pupils.
- Attainment and progress data is used to set future priorities for learning for individuals, groups, classes, year groups and the school. These objectives are then formalised in the School Development Plan.

Extra-Curricular Activities

- A range of extra-curricular clubs and activities are available and are an important part of children's' development, providing opportunities to try new activities and develop skills in particular areas of interest.
- The majority of clubs/activities are available to all pupils from Year 3 onwards, with additional support being provided as necessary to meet individual needs
- Some clubs/activities are specifically targeted at particular needs, such as Gifted and talented sports activities, or 'booster groups' for children needing specific academic support

Staff Recruitment and Training

- The schools adhere to recruitment and employment procedures which are fair, equitable and in line with statutory duties. We recruit, train and promote staff on the basis of their ability and potential.
 - Recruitment processes and staffing structure decisions are monitored to ensure decisions are free from discrimination.
 - All staff and governors are informed of the contents of this policy. The Policy is available to all others via the school website.
 - Everyone associated with the school is expected to support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.
- Equality issues are discussed at regular intervals throughout the year.
- Equality is incorporated in the induction programme for new staff.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

- The skills of all staff, including non-teaching and part-time staff are recognised and valued.
- Teaching staff have Performance Management Reviews on an annual cycle and they are reviewed in the spring term.
- Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

4. Tackling discrimination

- Clear procedures are in place so that all forms of bullying, harassment and discrimination, including racism, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with the school's code of conduct.
- All staff are expected to deal with any discriminatory incidents that may occur and report these according to the code of conduct. This is vital to the well-being of the whole school.
- Everyone using the school site is expected to report acts of bullying, harassment and discrimination.
- Racist incidents** are dealt with according to the Guidance from the Local Authority and reported to the Governing Body outlined in the school's code of conduct.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) 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 against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;

Verbal abuse and threats;

- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It is made clear to pupils, staff, governors and visitors how they report incidents.

Responsibilities

Governors as a whole are responsible for:

- Ensuring the review and implementation of the policy is done so fairly and within all Equality legislation.

The Head Teacher is responsible for:

- Implementing this Equality Scheme.
- Implementing action to address the schools' equality objectives and reporting on the progress of these to Governors.
- Training staff to ensure that they know their responsibilities and receive training and support in carrying these out.
- Providing information for visitors about this Equality Scheme.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.

Enabling reasonable adjustments to be made, particularly in relation to disability, in regard to students, staff, parents, governors and visitors to the school, to ensure individual needs can be met.

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities.

Visitors and contractors are responsible for following this school policy

5. Publication and review

- This document is available on the school website.
- The policy and its objectives will be reviewed on a 3-year cycle or earlier if necessary.
- Examples of the policy in practice are to be shared in line with the seven highlighted areas of equality in the summer term Headteachers report.
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- o Feedback from the annual parent questionnaire, parent's forum and feedback to governors in the annual report., governors' parent-consultation evening;
- o Feedback at Governing body meetings
- o Pupil data analysis, including **Raise online government data** and SIMS linked to the reporting of our vulnerable groups analysis.

This policy was written by Colin Jeffery, May 2016 and reviewed in January 2020. Next review will take place in January 2022 or earlier, if necessary.