

Glenfield Primary School



Single Equality Policy

January 2016

Review date: January 2019

Signed: 

Single Equality Policy and Procedure 2016

Aims of our School

Learn together, achieve together, be the best that we can be.

Key Values

These key values guide us as we work towards these goals:

- Promoting equality of access and opportunity, mutual responsibility, cultural awareness and tolerance engendering respect for self and others.
- Active participation, with heightened expectations developing confident and enthusiastic learners, who demonstrate a sense of purpose and self-discipline

This Single Equality Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice and discrimination. We have incorporated our individual policies for race equality, disability equality and gender equality into one overarching Single Equality Policy to create a coherent framework for promoting equality and diversity within our school. Our policy includes a plan of action to address these priorities over the next three years.

At Glenfield Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio economic background. Our commitment to equality is a fundamental part of our drive towards excellence. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate in school life.

National and Legal Context for Equality

All schools have a statutory duty to promote race, disability and gender equality as stated in the most recent Equality Act.

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote quality of opportunity
- Promote good relations between people of different racial groups.

Schools also have a duty to extend protection against discrimination on grounds of religion, belief and sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourable than other people

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

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The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote quality of opportunity between men and women

This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Putting Equality into our practice

As well as the specific actions set out in our Equality Plan, the school operates equality of opportunity in day to day practice. We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice. We ensure that outcomes from these involvement activities are acted upon.

Strategies to promote inclusion are:

- Promoting discussion and the sharing of ideas during assemblies
- Pupil focus groups such as School Council, Road Safety Officers
- Use of Pupil Premium funds to involve pupils in specific activities during and after school with a subsidy or free
- Pupil surveys

Teaching and Learning

At Launde we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We are committed to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools whether multi-ethnic or all white, rural or urban. We aim to provide all our pupils with the opportunities to succeed and to reach their highest level of personal achievement.

To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement of pupils by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.
- Take account of the achievements of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom based approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Admissions and Exclusions

The admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors and are managed by the LA.

Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunity principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. As an employer, we need to ensure we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, ethnicity, sexual orientation, gender reassignment and faith or religion are considered when appointing staff particularly when reevaluating staff structures to ensure decisions are free from discrimination.

To do this we:

- Monitor recruitment and retention of staff and behaviours in the workplace
- Provide professional development opportunities for all staff

A person's age is also a protected characteristic in relation to employment and in regard to the provision of goods and services. In the Public Sector Equality Duty which applies to public bodies, the school must have due regard to:

- Eliminate discrimination and other conduct prohibited by the act
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. In developing our Scheme, we have involved staff, pupils and parents in the following ways:

- Feedback from parents (both formal and informal)
- Input from staff surveys and through staff meetings/INSET
- Feedback from School Council, PSHE lessons, whole school surveys and children's attitudes to themselves and the school
- Issues raised in annual reviews or reviews of progress on Individual Educational Plans/Personalised Provision Map/EHC Plans, mentoring and support
- Feedback from Governing Body meetings

Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessment process into all new policy development and decision making activities.

We will do this through:

- Annual/cycle reviews of policies by staff and governors
- Annual/cycle reviews of progress and attainment for all pupils and vulnerable groups
- Pupil progress meetings and attainment plans

Roles and Responsibilities

The governing body will

- Monitor the implementation of the policy and Action Plan to check progress and assess impact on staff, learners and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the policy and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The Executive Headteacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this policy and their roles and responsibilities in implementing this policy
- Monitor to ensure effective implementation of the policy and Action Plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy

The senior leadership team will

- Drive forward implementation of the policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
- Promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that pupils are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:

- Promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Work to promote anti-bullying strategies
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Tackling Discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment. Harassment is defined as 'unwanted conduct, related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or intimidating, hostile, degrading, humiliating or offensive

environment for that person. Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done. That is regarded as a prohibited act.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to the pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences. **Direct discrimination** occurs when one person treats another less favourable because of a protected characteristic. **Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/headteacher where necessary. All incidents are reported to the Executive Headteacher and racist incidents are reported to the governing body on a termly basis.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults, jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing sexist, racist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to the victims race, disability, gender or sexual orientation
- Discriminatory comments in the course of a 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 cooperate with other people of the grounds of race, gender, disability or sexual orientation

Publishing the Policy, raising awareness

We recognise that our policy is a public document that should be available to any interested stakeholder. We will promote and publish our policy by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Reference the policy within the staff handbook

Monitoring and evaluating the Single Equality Policy and Equality Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality Policy and Equality Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors. We will inform staff and learners of our progress. The findings of our annual report will be used to update the Equality Action Plan. We want this Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such our progress will be reviewed regularly by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Policy and Equality Action Plan every four years, to set new priorities and identify new actions.

Action Plan 2016- 2019

| Objective | Action | Persons responsible | Date to be achieved by | Monitoring |
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| ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION | | | | |
| The school will ensure that: | | | | |
| Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed | Teachers and SMT to track pupils on termly basis and action plans set up to reduce gaps and improve outcomes Employ additional staff for intervention work as necessary or if funding is sparse to reorganise staff within school to cover that need | SMT Class teachers | Completed termly as part of tracking process. | SMT to monitor termly through SMT meetings |
| The talents of disabled pupils are recognised and represented in the school activity | All children involved in concerts, assemblies and any particular talents are fully appreciated e.g. being part of the orchestra if they are able to play instrument | Inclusion Manager | ongoing | Records kept by manager and checked against school records to show range and rate on involvement. |
| There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc. | This is already in place | | | |
| Disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE and dance and assemblies. | Seek views from the school community on how access and equality in school could be improved. Coordinators seek views of disabled pupils through EHC | | annually | |

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| | process | | | |
| Extended school activities i.e. after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. | All children have access to all activities and the list demonstrates the diversity of the school. However this will continue to be promoted. | All staff | Annually | Club registers |
| Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc. | Receive feedback from parents' evenings and surveys. Informal feedback. | All staff | Annual staff meeting | Collection of data |
| The school will provide: | | | | |
| Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts, that children with hearing impairment have an enhanced acoustic classroom environment. | Continue to develop as part of the SEN programme of work, staff training to keep them updated. One to one tutoring as appropriate. | Inclusion manager | Ongoing | |
| Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs). | Additional meetings with teacher and or inclusion manager. | All staff | Ongoing | Records kept by inclusion manager |
| Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users). | This would be available as the need arises, reviewing communication options, homework policy, resources. Adapt admission forms to ensure information can be gathered from parents/carers as well as pupils. | | | |
| PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS | | | | |

| The school will: | | | | |
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| Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display. | <p>Check that assemblies continue to reflect the diverse nature of the school both in terms of learning and celebration this. Monitor that resources are accessible and relevant to our children.</p> <p>Raising awareness of disability through special projects such as Guide Dog Awareness assembly, raising money to support guide dog training.</p> | All staff | ongoing | |
| Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce. | Best person for the post employed regardless of ability, however adverts will reflect the school's desire to employ people to reflect the diversity of the school community in its workforce. | SMT / governors | Already in place | Keep account of all who apply and their needs and reason as to why person employed or not. |
| Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute. | As above and if person appointed then all would be done to ensure to make reasonable adjustments based on needs. | SMT / governors | Already in place | |
| Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. | Continue to develop this through the PHSE programmes of work and class teaching. | All staff | ongoing | Lesson plans |
| Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and | <p>Use home school liaison officer to further build on practice already in place.</p> <p>Review teaching approach and</p> | Teachers and home school liaison officer | Ongoing as needs arise | Monitor type of activity undertaken |

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| achievement for all groups. | classroom routines as each disabled child is admitted, including homework policy review. | | | |
| Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings. | To ensure that individual transition arrangements are made available for children who require this. This would be further development of the work already undertaken. | | | |
| Help children and young people to understand others and value diversity. | PHSE programmes of work, assemblies etc. | All staff | Already in curriculum | Review as part of curriculum review |
| Promote shared values, awareness of human rights and how to apply and defend them. | As above. | As above | As above | As above |
| ELIMINATING DISCRIMINATION AND HARASSMENT The school will: | | | | |
| Develop and adapt its procedures on anti-bullying to include equality perspectives. | Already in place. | | | |
| Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity. | Continue to monitor the anti-bully policy to ensure that this does not happen. To take action in accordance with LA and school policies. | All staff | | |
| Keep a record and report how these incidents are dealt with to the governing body on a termly basis. | Set up a recording system that is accessible for all and use for reporting proposes. | Executive Headteacher | ongoing | Checked termly and report to governors. |
| Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour. | To be completed on an annual basis. | Executive Headteacher | ongoing | Report to governors |
| MONITORING IMPACT | | | | |
| The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to | Governors to review at least annually. Practices in curriculum policies to be reviewed with Equality Policy. | SMT / Governors | annually | Education committee to review data and report findings to full governors. |

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| raise achievement. | | | | |
| The governing body will report annually on the effectiveness and success of the Equality Plan in relation to duties outlined in the most up-to-date Equalities Act and the Disability Discrimination Act. We will place the report alongside the plan on our website. | <p>Policies and Action Plan reviewed every four years.</p> <p>Above outcomes to be highlighted on website.</p> | Governors | annually | Monitor parental response and respond appropriately when necessary. |