

# **SINGLE EQUALITY POLICY**

**(February 2016)**



**April 2016**

**Policy to be reviewed April 18**

**Recommended by the Curriculum and Community Committee on 17<sup>th</sup> March 2016**

**Ratified by the Governing Body on 14<sup>th</sup> April 2016**

**Signature of Chair of Governors** \_\_\_\_\_

**Dated:** \_\_\_\_\_

# **SINGLE EQUALITY POLICY**

## **MISSION STATEMENT**

### School Ethos

Wheeler Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Our vision is to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships, based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

## **THE SCHOOL CONTEXT**

Wheeler Lane Primary is a 3 form entry primary school with a nursery. There are 681 children on roll including nursery. The children come from a range of backgrounds 40% white British, 27% Pakistani and small groups from 30+ different ethnic backgrounds. 28% of children are in receipt of pupil premium funding. 12% of children are identified as having SEND and 3 of these children are statemented. (Autumn Census 2015)

## **INTRODUCTION**

The Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended School community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for all of our children.

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The 'Public Sector Equality Duty' means that schools must adopt a proactive approach to equality. In practice, this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact;
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality Duties are not new to schools. The 'Duty to Promote Race Equality' came into force in 2002, the 'Duty to Promote Disability Equality' in 2006 and the 'Gender Equality Duty' in 2007. As of 1st April 2011, the Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy & Maternity

This Single Equality Policy integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to promoting community cohesion. It also addresses the legislation relating to religion or belief, sexual orientation and age (three further strands).

Our Single Equality Policy enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Policy and will ensure we have an 'equality action plan' as part of our School Improvement Plan annually. . This will be reviewed by our Board of Governors. It will cover activity undertaken in relation to the six equality strands and promoting SMSC (Social, Moral, Spiritual, Cultural) alongside the British Values of Democracy, Rule of Law, Tolerance, Individual Liberty and Mutual Respect.

At Wheelers Lane Primary School, we:

- Acknowledge, and welcome, diversity among pupils, staff and visitors;
- Do not discriminate against anyone, be they child or adult, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins, sexual orientation or physical or mental abilities;
- Promote the principles of fairness and justice for all through the education that we provide in our School;
- Ensure that all children have equal access to the full range of educational opportunities provided by the School;
- Are opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities;
- Respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice;

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- Ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve;
- Will make reasonable adjustments, where required, in order to improve access to the School buildings, increase access to the curriculum and to improve delivery of information.

### **Meeting our Duties**

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

This means:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### ***Race Equality***

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

1. Eliminating racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups.

All racist incidents will be recorded on the school's concern form and a copy given to the Head Teacher. The Head Teacher will record this on the school's record and will follow the Local Authority Procedures for reporting racial incidents.

### ***Disability Equality***

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

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability-related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### ***Accessibility***

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Make improvements to the physical environment of the school to increase access;
2. Increase access to the curriculum
3. Make written information accessible to pupils in a range of different ways.

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We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments where required.

**Gender Equality**

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

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, boys and girls.

The duty also includes the need to consider actions to address the causes of any gender pay gap. This is addressed through the conditions and pay for school teachers’ document.

**Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

**Community Cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of children with those in other schools.

We understand that we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups.

**Age, Sexual Orientation, Religion, Belief, Pregnancy & Maternity**

We must ensure that we do not discriminate on these grounds.

Meeting the duties described above will mean that all our actions will embody our School’s key values, which include that:

- We believe that all should have equal access to opportunities, regardless of ability, age, gender, disabilities, racial or ethnic group.
- We celebrate the diversity of our world.
- We respect the religious, spiritual, cultural, and moral values of others and will consider thoughtfully their attitudes, values and beliefs.
- We provide an atmosphere of harmony and respect and safety within an educational environment.
- We strive to make the best possible provision for all our children, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable.

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- We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture or religious belief.

### **CURRICULUM, TEACHING AND ASSESSMENT**

Curriculum planning takes account of our commitment to equality. The criteria used for allocating pupils to teaching groups are fair and equitable for pupils regardless of ethnicity, gender, religion, sexual orientation and age. Our aim is to ensure that, as far as possible, assessment methods are free from any unfair bias.

We use assessment and monitoring outcomes to identify the specific needs of any pupils who may be underachieving. Our aim is to make sure that teaching methods and styles are varied to take account of different needs of individuals or groups of pupils. Each child will have targets for each core subject and underachievement will be promptly supported and a home/school plan will be discussed with parents.

Wherever possible we aim to celebrate diversity through the curriculum. Our aim is not only to encourage all pupils to oppose discrimination but also to make sure that they have the skills to challenge such discrimination as and when it occurs.

### **ADMISSIONS, ATTENDANCE, DISCIPLINE AND EXCLUSION**

We take steps to ensure that the admission process is fair and equitable to pupils within the declared criteria.

The school monitors pupil attendance by ethnic group and uses data to develop strategies to address poor attendance. Wherever possible, we accommodate pupils' need to take time off for religious festivals.

We aim to identify and adopt good practice strategies in order to reduce any differences in rates of exclusion between all groups of pupils. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of ethnicity, gender, religion, sexual orientation and age. All our processes for excluding a pupil are free from discrimination and our strategies to reintegrate excluded pupils accommodate the needs of pupils from all groups.

### **PUPILS' PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS**

The school monitors, by ethnicity and gender, pupils' attainment and progress across the school and in individual subjects.

Wherever there are justified disparities in the attainment and progress of particular ethnic groups or gender, we develop strategies to take action.

We take all opportunities to celebrate the achievement of all our pupils.

All pupils have equal access to curriculum enrichment activities and programmes. Individualised support is provided wherever necessary.

As far as is possible staff challenge stereotyping and promote equality. Pupils are encouraged to make non-traditional un-stereotypical choices.

We take steps to ensure that there is no discrimination for pupils in any aspect of the curriculum that involves outside bodies.

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## **PARENTS AND COMMUNITY**

Our policy is to inform all parents regularly of their child's progress. We encourage all parents to contribute to and benefit from the life of the school.

We aim to involve parents from all groups on the Governing Body. Wherever there are opportunities such groups and organisations are involved in the provision of learning opportunities or enrichment activities for our pupils.

## **STAFFING**

Recruitment and selection procedures are consistent with the race relations legislation and operate within the equality framework provided by the LA.

### **Collecting & Analysing Equality Information for Pupils**

Wheeler Lane Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils and store the information on the school databases, including our School Information Management System (SIMS):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism
- Rewards for academic progress
- Rewards for behavioural progress
- Attendance at extra-curricular activities
- Participation in School Council

### **Collecting & Analysing Equality Information for Employment & Governance**

Wheeler Lane Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment. It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our school and local population.

We collect and analyse the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff Appraisal/Performance management

Although there is a statutory duty to share information about the school's Single Equality Policy, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

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In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

We have used our existing School policies to inform our Single Equality Policy. These include:

- Accessibility Plan (2013-2016)
- Anti-bullying Policy (2015)
- Behaviour Policy (2015)
- School Improvement Plan
- Special Educational Needs (SEN) Policy / SEND Offer (2015)
- Teaching & Learning Policy

The Single Equality Policy will be aligned with the School Improvement Plan. Its implementation will be monitored within the School's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole single equality policy will be reviewed at least every three years.

- The Governors will ensure that the school complies with statutory requirements in respect of this Scheme.
- The Head Teacher will ensure that all staff are aware of their responsibilities and that they are given necessary training and support.
- The Head Teacher has responsibility for co-ordinating the implementation of the Policy and will report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure that all visitors to the School, including parents and carers are adhering to our commitment to equality.

### **Equality Objectives**

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2016-2018:

- To close the attainment gap between vulnerable groups and all children both in our school and nationally.
- To enable all pupils to access curriculum enrichment activities including educational visits, music teaching, out of hours clubs and visiting specialists.
- To put support in place for children at risk of exclusion to enable them to access the curriculum and improve their behaviour.

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**Commissioning & Procurement**

The School, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

**Publicising Our Policy**

The Single Equality Policy will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction

We will continue to involve people from all aspects of our School community in the on-going evolution of our Policy. This includes:

- A slot at School Council meetings to discuss equality and diversity issues where appropriate
- A termly slot at staff meetings and SLT meetings
- Having staff able to discuss equality and diversity matters during parent consultation meetings
- Having school open mornings/evenings for the wider community to celebrate the work of pupils and give the opportunity for feedback

**Monitoring and Reviewing**

1. The Governors will be responsible for monitoring the effectiveness of this Scheme.
2. The Governors will review this scheme annually and revise it every three years or as appropriate in line with legislation.
3. The Governors agreed this scheme on the date shown below to take effect immediately.

This Policy was created by Mrs S Pecheur (Head Teacher) in February 2016. It will be reviewed in February 2017. It will be revised in line with appropriate legislation no later than February 2018.

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