

# DUNNINGTON CE PRIMARY SCHOOL



## SINGLE EQUALITIES POLICY 2016

**Date of Policy:** November 2016

**Date of Review:** November 2019

**Member(s) of staff responsible:** Caroline Hancy

**Governor(s) responsible:** FGB

**Signature of Chair of Governors:**

**Date:**

Every lesson counts. Every interaction matters. Every day is vital.

# Check list for school staff and governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

## **Single Equalities Policy**

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2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
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  - b. **Race**
  - c. **Disability**
  - d. **Sexual orientation, marriage an civil partnership**
  - e. **Community cohesion, faith and religion**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing our plans**
10. **Single Equality Plan (separate document)**

### **1. Mission statement**

**"Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values"**

At Dunnington CE 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 gender, race, disability, sexual orientation, pregnancy or maternity, gender re-assignment, faith or religion or socio-economic background.

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 fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data 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 which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out within this policy and plan, the school operates equality of opportunity in its day to day practice in the following ways:-

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the 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 data by ethnicity, gender and disability and action any gaps
- Take account of the achievement 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, particularly those represented in our school
- Seek to involve all parents in supporting their child's education
- Encourage discussion about equality issues which reflect on social stereotypes, expectations and the impact on learning
- Enable our school community to respect the principle that we are all different but we all have equal rights

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Assertive Discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to 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.

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All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

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

When appointing staff or evaluating staffing structures decisions made are free from discrimination against aspects such as gender, race, disability, sexual orientation, pregnancy or maternity, gender re-assignment and faith or religion.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

## **4. Equality and the law**

On 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. The Equality Act 2010 provides a single consolidated source of discrimination law. Schools cannot unlawfully discriminate against pupils because of certain protected characteristics: their sex, race, disability, religion or belief or sexual orientation.

Protection against discrimination is also extended to pupils who are pregnant or recently given birth, pupils undergoing gender reassignment

The Equality Act 2010 requires us to have due regard to the need to:

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

Our Single Equality Policy and Single Equality Plan outlines the actions we will take to meet the equality duties detailed below.

### **4a. Gender Equality**

Schools have a duty to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

We will also:

- Prepare and publish a Single Equality Plan which covers gender equality, identifying our gender equality goals and actions to meet them
- Review and revise this plan at least every three years

#### **4b. Race Equality**

The definition of race includes colour, nationality and ethnic or national origins.

We will:

- Ensure that pupils of all races are not singled out for different or less favourable treatment from that given to other pupils.
- Assess the impact of our policies, including this policy and plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

#### **4c. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

##### **Definition of disability**

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). This defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.
- Long term is defined as lasting, or likely to last, for at least 12 months.

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## **Legal duties**

The Disability Discrimination Act (DDA) placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related 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

We will:

- Make reasonable adjustments for disabled pupils as follows:
  - Where something the school does places a disabled pupil at a disadvantage, we will take reasonable steps to try to avoid that disadvantage;
  - Provide an auxiliary aid or service for a disabled pupils when it is reasonable to do so and if such aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Prepare and publish an Accessibility Plan which increases the extent to which disabled pupils can participate in the curriculum, improves the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and improves the availability of accessible information for disabled pupils.
- Review and revise this plan at least every three years.

### **4d. Sexual Orientation and marriage and civil partnership**

The Equality Act made provision for regulations to be introduced to extend protection against discrimination on grounds of sexual orientation and gender reassignment.

Schools need to make sure that all gender variant pupils, or the children of gay, lesbian, transgender or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

We will:

- Check that there are no practices which could result in unfair, less favourable treatment of such pupils;
- Teach about marriage in a sensitive, reasonable, respectful and balanced way;
- Have regard for statutory guidance on Sex and Relationships Education ensuring practice meets duties under equality and human rights law.

### **4e. Community cohesion, faith and religion**

Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

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The Equality Act defines 'religion' as being any religion and 'belief' as any act of religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

We will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of religion and beliefs
- Check that there are no practices which could result in unfair, less favourable treatment of such pupils;
- Teach about religion and beliefs in a sensitive, reasonable, respectful and balanced way;

## **5. 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. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents' evening, parent meetings or governor days
- Input from staff surveys or through staff meetings and professional development
- Feedback from the school council, PSHE lessons, children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Learning Plans/ Provision Maps, mentoring and support
- Feedback at Governing body meetings

## **6. Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability

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## **The role of the Headteacher**

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

## **The role of all staff**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

## **7. 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 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 a pupil's individual circumstances.

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 Headteacher and racist incidents are reported to the governing body on an annual basis and the local authority when they occur.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

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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 incident**

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 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 should be clear to pupils and staff how they report incidents. All staff, should view dealing with incidents as vital to the well-being of the whole school. Incidents should be dealt with according to the Safeguarding Policy and logged accordingly.

### **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **9. Publishing the plan**

In order to meet the statutory requirements:

We will:

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- Publish our *Single Equality Plan* and *Accessibility Plan* on the school website
- Raise awareness of the plans through the school website, assemblies, staff meetings and other communications
- Make sure hard copies are available on request