

John Perry Primary School



Single Equality Policy

March 2018
Review Date March 2019

Legislation; The Equality Act 2010 and The Equality Act 2010 [Specific Duties] Regulations 2011.

Statement of Purpose

At John Perry 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 sex, race, disability, religion or belief, sexual orientation 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. In particular we will,

- Respect the equal rights of our staff and other members of the school community.
- We will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- We will protect stakeholders from harassment or victimisation on the grounds of **disability, race, gender** or sexual orientation.

Additionally, the achievement of our 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. At John Perry Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out beneath this 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
- 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 teaching 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 all 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/carers 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 which reflect and represent off of our pupils.

Admissions and exclusions

Our school admissions arrangements are fair and transparent and do not discriminate on the grounds of sex, race, disability, religion, sexual orientation or socio-economic factors.

Any exclusions will always be based on the school's Behaviour Policy. We will monitor exclusion to avoid any potential adverse impact on any particular group and ensure any discrepancies between specific groups are identified and dealt with.

Equal opportunities for staff.

We are actively committed to the implementation, promotion and monitoring of equal opportunities 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. However, we are concerned to ensure wherever possible, that the staffing of the school reflects the diversity of the community.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations [Amendment] Act [2000], Disability Equality Duty [2005] and Equality Act [2006]. The Equality Act [2010] has replaced all previous existing equality regulation, including race, disability and gender. The Equality Act 2010 is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act [2010], include,

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil,

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service

- By excluding a pupil or subjecting them to any other detriment.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relation [Amendment] Act 2000.

The General Race Equality Duty requires us to have due regard to the need to,

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

In school we will,

- Collect data of children's ethnicity in order to allow us to monitor any underperformance of an individual ethnic group.
- monitor and report incidents of racism via the tri-annual report to the local authority
- ensure that its selection procedures do not exclude people from ethnic minorities
- Ensure that its Admissions Policy is fair and does not exclude pupils on the grounds of race or ability.
- Provide positive role models of good race relations.

Disability

Disability Equality

The Disability Discrimination Amendment Act (2005) introduced a new positive duty on schools to promote disability equality. School must now be proactive in promoting disability equality for pupils, employees and other service users e.g. parents. This duty is central to improving the experiences and outcomes of disabled people in the education system. The prime responsibility for making sure the duty is met lies with the Governing Body.

Definitions

The Disability Discriminations Act 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.”

- “Physical Impairment” includes sensory impairment.
- “Mental Impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- “Substantial” means more than minor or trivial.
- “Long term” is defined as 12 months or more.

This definition includes a wide range of impairments such as dyslexia, autism, speech & language impairments and attention deficit hyperactive disorder. These will only be defined as a disability if the effect on the child's ability to carry out day to day activities is substantial and long term, as defined above.

Legal duties

The Disability Discrimination Act [DDA] 2005 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 attitude 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

In our school we will achieve this by ensuring that every pupil receives the full curriculum and is helped to participate in all school activities, including trips.

We will endeavour to do our best to ensure that the physical provision of the school does not prevent a disabled person having full access.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools 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.

To avoid stereotyping at Leys Primary School, children will not be grouped or split for any activity according to their gender [apart from changing for physical activities in KS2].

Performance of different gender groups will be monitored to check for under-achievement. Vulnerable groups will be monitored to check for under-performance.

We will ensure that girls see strong role models of successful women

We will promote equality of opportunity for both men and women, ensuring that employment opportunities are openly advertised and fair and safe recruitment practices followed.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act [Sexual Orientation] Regulation 2007 came into force on 30 April 2007 and they make discrimination unlawful.

Roles and Responsibilities

The role of governors

- The governing body is committed to equal opportunities and 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 the grounds of sex, race, disability, religion or socio-economic status.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strives 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, disability, religion or belief or socio-economic background.
- The governing body will take all reasonable steps to ensure that there is no unlawful behaviour in respect of equality.
- The governors will, in accordance the Equality Act [2010], ensure that such reasonable adjustments as are necessary are made for pupils, staff and parents who have a disability.

The Head Teacher is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed.
- Making sure that the school Equality Scheme clearly outlines how it will deal with issues of race, disability and gender equality.
- Producing regular information for all staff and governors about the scheme and how it is working.
- Making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed.
- Taking appropriate action in cases of harassment and discrimination, including racist bullying/ incidents, homophobic bullying and bullying related to gender [for example, transphobic attitudes] disability and religion [for example, anti Semitism and Islamophobia,]

- Ensuring that all appointment panels give due regard to this plan so that no-one is discriminated against when it comes to employment or training opportunities.
- Promoting the principle of equal opportunity when developing the curriculum and promoting respect for other people and equal opportunities to participate in all aspects of school life.

The role of all staff, teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respects 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 challenge stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, harassment or victimisation and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

All Staff are responsible for:

- Dealing with racist, homophobic and other hate incidents.
- Being able to recognise bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender or religious belief.
- Keeping up to date with laws on discrimination.
- Taking up training and learning opportunities.

The Head Teacher has overall responsibility for dealing with bullying, hate-incidents or discrimination.

Tackling discrimination

Harassment and victimisation on account of race, gender, disability or sexual orientation is unacceptable and 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 all other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Types of discriminatory incident

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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 organisation 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 pups and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Review of progress and impact.

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.

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.
- All staff are aware of the school's Equality Plan
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender.
- 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, fundraising etc.

- Disabled children can take part in all aspects of the curriculum including educational visits and journeys, lunchtime activities, PE and dance and assemblies.
- Extended school activities such as breakfast and after school clubs take into account pupils needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- 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.

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 well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment.
- Additional support for parents of under-achieving children [e.g. reporting progress, discussing needs]
- 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 part of the school to support wheelchair users].

Promoting Positive attitudes and meeting needs

The school will,

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, e.g. in assemblies, books, publication and learning materials and in classroom / corridor display.
- 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,
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute,
- 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.
- 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 achievement for all groups.
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Helping children and young people to understand others and value diversity,

- Promoting shared values, awareness of human rights and how to and defend them,

Elimination Discrimination and harassment

The school will,

- Develop and adapt its procedures on anti bullying to include equality perspectives,
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, ethnicity, sexual orientation or religious belief.
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis.
- Review its approach to race, gender and disability, bullying and harassment whenever it reviews its policy on behaviour.

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 raise achievement.
- The governing body will report annually in the School Profile / and or annual report to parents on the effectiveness and success of its Equality Plan.