

# ST PAUL'S C OF E PRIMARY SCHOOL

## SINGLE EQUALITY POLICY

(compliant with Public Sector Equality Duty)

### SEPTEMBER 2015

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##### Background

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status.

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of 3 interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

As part of Lancashire's continuing commitment to fostering community cohesion, Ridge Community Primary School will work to narrow gaps in outcomes resulting from socio-economic disadvantage. This is in line with Lancashire County Council's priorities on closing the gaps (see 'Narrowing the Gaps: 2010 - 2013, Fairness for All' - Lancashire County Council).

### **Things to consider**

The schools' provision of the act prohibits schools from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at school
- In some limited circumstances, former pupils

Note: Age and being married or in a civil partnership are not protected characteristics for the schools' provision.

Schools also have obligations under the Equality Act as employers, bodies which carry out public functions and service providers. In this instance all the protected characteristics need to be taken into account.

All schools in Lancashire, irrespective of how they are funded or managed, have obligations under the Equality Act 2010. It is the responsible body for a school that is liable for any breaches of the Equality Act.

In the past there have been exceptions to the discrimination provisions for schools and these are all replicated in the new act - such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Schools are obliged to comply with the Public Sector Equality Duty (PSED). This duty establishes, in section 149 of the Equality Act 2010, that public authorities are required to pay 'due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act; and
- Advance equality of opportunity; and
- Foster good relations between people who share a protected characteristic and those who do not.

These are known as the three aims or arms of the '**general equality duty.**'

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The PSED is supported by specific duties.

The **specific duties** regulations require public bodies to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- Prepare and publish equality objectives.

The purpose of the specific duties is to support compliance with the general duty to have 'due regard'.

The Single Equalities policy covers the following:

- Race Equality Policy and Action Plan
- Disability Equality Scheme and Action Plan
- Gender Equality Scheme and Action Plan
- Equal Opportunities Policy including:
  - Sexual orientation
  - Age
  - Religion or belief
- A strategy for promoting community relations

This does not replace the Accessibility Plan which schools are still required to produce.

As a school we are not required to do anything unreasonable or impractical in preparing the Single Equality Policy and Action Plan.

### **Statement of Principles**

The policy outlines the commitment of the staff, pupils and governors of St Paul's C of C Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Families including parents and carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Paul's C of E Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. This is reflected in our school mission statement:

**The Christian family of St Paul's... moving forward together.  
A caring, exciting and happy school, where everyone succeeds**

Through this statement we expect everyone to:

- Value themselves and others
- Have the creativity and confidence to meet the challenges of life in our global world with a positive attitude □ Achieve their personal best.

### School in Context

- We have 264 children on roll of which 119 are girls and 145 boys in school (as of November 2014)
- The ethnic make-up of the pupils, staff and governing body at our school is mainly white British but other ethnic backgrounds include other white backgrounds, mixed white and black African, mixed white and black Caribbean, mixed white and Asian, mixed any other mixed, Pakistani, Bangladeshi, other Asian background and Chinese.
- English is the main first language and 7.1% (19 of 264) of the school speak another language as their first language.
- There are 29 (11%) pupils on our school roll with a known special educational need or disability.
- We are aware of a few staff and governors who have known disabilities, though not all staff with disabilities will choose to disclose their conditions.
- Adjustments have been made to make our school as accessible as possible but, as we are built on a hillside, there are some obstacles we cannot overcome in making it fully accessible.
- The demographic make-up of the local area is mixed with some relatively affluent areas close to areas of high deprivation.
- Our social economic indicators - Our overall multi deprivation index falls within Band C however Health falls within Band D.
- We currently have one Child Looked After but we do have several children on roll who live with other family members, such as grandparents.

### Ethos and Atmosphere

- At St Paul's C of E Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Policy Development**

This policy applies to the whole school community.

### **Monitoring and Review**

St Paul's C of E Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all who we serve and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils. For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment and racist incidents. Choice of options selected. These are analysed by ethnicity, disability, gender and free school meals (FSM).

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Paul's C of E Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors. For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management and exit interviews.

Due regard is given to the confidentiality of this information.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the head teacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## **Developing Best Practice**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders and teachers, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.

- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school must endeavour to provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment - both internal and external, including displays and signage.

### **Curriculum**

At St Paul's C of E Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to opportunities which recognise attainment and achievement and promote progression.

## **Resources and Materials**

The provision of good quality resources and materials within St Paul's C of E Primary is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

When ordering new resources and materials staff should consider how they show equality.

## **Language**

We recognise that it is important at St Paul's C of E Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem. ● Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-lingual Pupils**

We undertake at St Paul's C of E Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Bilingual pupils are encouraged to use their first language effectively for learning.

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes pupils' access to a balance of male and female staff and adult role models at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality.
- Access to opportunities for professional development is monitored on equality grounds.

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices. • Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

**Partnerships with Parents/Carers/Families and the Wider Community** We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.

- Members of the local community are encouraged to join in school activities.

### **Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. ● The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will 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.
- All members of the school community have a responsibility 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 all visitors to the school adhere to our commitment to equality.

### **Commissioning and Procurement**

St Paul's C of E Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

### **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

### **Publicising the Policy**

Our Policy is a public document that should be made available to any interested stakeholder and is available on our website. Paper copies are available from the school office by request.

### **Annual Review of Progress**

We will review our policy and action plan annually producing an annual report for governors. The action plan appendix A incorporates an annual audit which measures impact (Equality Impact Analysis) and sets targets which span a 3 year period.

## **Appendix 1 Objectives (see Single Equality Action Plan)**

### **Appendix 2 - for information**

#### **Race**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

#### **Reporting racist incidents in schools**

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council. They are reported termly to the governing body.

#### **Disability**

##### **What is a disability?**

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment - what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

#### **GENDER**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

## What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

## Sexual Orientation

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

## Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex