



Huyton with Roby CE Primary School

Policy For Equalities.

Authors: Mrs K Whitehouse

Date of Policy: October 2017

Date of Ratification: Autumn 2017

Governor's Meeting: Ratified at The Governor's Resources and Business Planning Committee

Review Date: Autumn 2018

Signed.....Chair of Governors

Date of Signature.....

Equalities Policy 2016

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6:

We consult and involve widely We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Principle 8:

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9:

Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

12. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

13. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

15. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body

Monitoring and review

19. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

20. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in Here, There and Everywhere: belonging, identity and equality in schools published by Trentham Books in 2004.

2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

3. The list of principles at paragraph 4 is adapted slightly from material in Equality Impact Analysis: a workbook, the most recent version of which was published by the Department for Education in February 2011.

4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).

Appendix A

SINGLE EQUALITY POLICY

OVERVIEW

The Single Equality Act which came into place Oct 1st 2010 brought together the duties that are already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

OBJECTIVES

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognize, celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a positive, rich resource for teaching, learning and the curriculum.
5. INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
7. The positive achievements of all pupils will be celebrated and recognized.

OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

Appendix B

Information showing the school has due regard for equalities

| Information | Evidence available and how this can be accessed |
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| <p>Data about the school population and differences of outcome*</p> <ol style="list-style-type: none"> 1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English. 2. Our school has data broken down by SEND and disabilities. We follow DfE guidelines on recording disability in addition to Special Educational Need. 3. Our school has data have on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. Our school also uses data and other evidence provided by the local authority or available nationally, to help identify inequalities and the needs of particular groups. 4. Our school uses data and other information on inequalities of outcome and involvement when setting ourselves objectives for achievable and measurable improvements. | <p>Information concerning the composition of our school is available, and if you would like to see it, please contact: The school office on 0151 477 8460</p> <p>This information is available on our website:</p> <p>Our equality objectives are based on the following data and other information: progress and attainment, attendance, engagement in after school activities, prejudice-related bullying incidents, and representation on decision-making groups such as the School Council.</p> |
| <p>Documentation and record-keeping*</p> <ol style="list-style-type: none"> 5. There are statements of our school's responsibilities under the Equality Act in a range of school documents, eg our equality policy, our school improvement plan, our self-evaluation document, our school prospectus, routine bulletins and newsletters and occasional letters to parents, and on our school website/VLE) 6. There are references to our school's responsibilities under the Equality Act are in the minutes of governors' meetings, staff meetings and senior management teams' meetings and the minutes of the School Council. 7. Before introducing important new policies or measures that may have an impact on | <p>Our equality policy is available on our website:</p> <p>Full Governing Body reports and minutes are available on request, with the exception of any requests which may breach confidentiality or data protection. If you would like to see them, please contact the school office on 0151 477 8460</p> <p>If you would like to see any records relating to particular decisions, please contact the Clerk for Governors via the school office on 0151 477 8460</p> |

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| <p>equality, we carefully assess the potential impact, positive or negative, and keep a record of the analysis and judgements that are made.</p> | |
| <p>Responsibilities*</p> <p>8. A senior member of staff has responsibility for equalities.</p> | <p>If you would like to discuss equality matters please contact: Mrs J Stratford Headteacher 0151 477 8460</p> <p>If you would like to see records relating to particular decisions, please contact: <i>The school office on 0151 477 8460</i></p> |
| <p>Staffing*</p> <p>9. Our school's programme of staff meetings and continuing professional development includes reference to equalities, both directly and incidentally.</p> <p>10. Our school's practice in the recruitment and promotion of staff, both teaching and administrative, promotes equality of opportunity.</p> | <p>Examples of this include: Staff inset and training included references to equalities which are on going throughout the year.</p> <p>Our school follows the local authority's policy and guidance on recruitment.</p> |
| <p>Behaviour and safety</p> <p>11. Our school has clear procedures for dealing with prejudice-related bullying and incidents.</p> <p>12. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.</p> | <p>Our policy for responding to prejudice-related bullying and incidents can be found on our website:</p> <p><i>Evidence of this comes from our most recent Ofsted report.</i></p> <p><i>In addition, our latest pupil survey indicates that children feel safe in our school and that staff listen and act on their concerns</i></p> |
| <p>Curriculum</p> <p>13. Focused attention is paid to the needs of specific individual or groups of pupils, eg children in care, pupils with SEN and/or disabilities, pupils learning EAL, pupils who are Travellers. There is extra or special provision for certain individual and groups of pupils as appropriate.</p> <p>14. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.</p> <p>15. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.</p> <p>16. Our school takes part in certain national projects and award schemes, Disability Awareness Week, Black History Month.</p> <p>17. Curriculum materials include positive</p> | <p>If you would like to discuss such support, please contact: Mrs Wills Senco</p> <p>Examples of this include: <i>In our work with SEAL and PCSHE</i></p> <p>Examples of this include: <i>Peer mediators, play leaders school council</i></p> <p>Examples of this include: <i>Across the school celebrating black poets and inspirational leaders</i></p> <p>If you would like to discuss equality matters related to curriculum materials, please contact: K Whitehouse Deputy Head Teacher Curriculum Manager</p> |

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| <p>images of disabled people; women and men in non-stereotypical gender roles; people from a wide range of ethnic, religious and cultural backgrounds</p> | |
| <p>Consultation and involvement</p> <p>18. Our school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, with regard to the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).</p> <p>19. Our school has procedures for finding out how pupils think and feel about the school, with regard to the concerns of the Equality Act (which may sometimes involve targeted consultation).</p> | <p>Examples of how we have consulted and involved parents and other people include: Using Parent, Pupil, Staff and Governor surveys and opportunities on newsletters to “have a say”.</p> <p>Our objectives in relation to issues raised through these consultations are based on the following information obtained through consultation.</p> <ul style="list-style-type: none"> • An overview on topics covered throughout the year • More information on child’s report regarding targets • General information meetings for each year group • Staff briefing meetings once a week <p>Examples of how we have consulted and involved pupils include: <i>School council, pupil survey meetings.</i></p> |