



# Single Equality Policy

September 2015 – September 2017



This single policy reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012. The policy outlines the commitment of the staff, pupils and governors of Sidney Stringer Primary Academy to ensure that equality of opportunity is available for all. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One

## Part One

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.

### Equality Aims

At Sidney Stringer Primary Academy we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality policy is based on our key values of

<b>Achieve</b>	<b>Reach your potential</b>
<b>Respect</b>	<b>Value each other</b>
<b>Care</b>	<b>Look after each other</b>
<b>Cooperation</b>	<b>We are a team</b>
<b>Determination</b>	<b>Try your best</b>

The staff that work in our school all subscribe to this and buy into our ethos of doing everything we can to make this happen.

### **Aims for Our Children: -**

- Experience a curriculum that has a high focus on literacy and numeracy but with a well- resourced, exciting enrichment programme to support it.
- Develop lively enquiring minds and a love of learning
- Have high self-esteem
- Work with independence and think creatively and reflectively
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Receive the highest quality pastoral care
- Become good citizens
- Become proud and positive contributors to the local, national and international community



- Care for the environment
- Be self-disciplined and courteous

## **Aims for Our staff: -**

- Continue raising standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

## **Aims for Our parents and carers to: -**

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

## **Aims for Our Governors to: -**

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice and be supportive
- Promote the school in the wider community

***We aim to foster a love of learning which creates successful, motivated and resilient learners building strong trusting relationships to establish solid foundations for life.***

***We believe that all pupils regardless of their starting point can achieve if they are taught well and are supported effectively.***

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. The school will take steps to: -

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum.

## **OUR APPROACH TO PROMOTING EQUALITY**

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties

- to eliminate unlawful discrimination and harassment;
- promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community- pupils, staff, governors and parents/carers.



## ENGAGEMENT AND ETHOS

**School to school:** We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

**School to parents and the community:** Good partnership activities with the local and wider community will include: -

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning, ICT and English for speakers of other languages classes.

## RACE EQUALITY

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination.

## DISABILITY EQUALITY

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met: -

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working within the trust: -

- support the academy trust in meeting their duties
- do not act in such a way that renders the academy liable to a claim of discrimination



Staff are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). This school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration, including: -

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils.

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include: -

- ensuring providers of facilities for school trips and extra-curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances;
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability;
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them;
- ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability.

This will include: -

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability;
- asking parents during the admissions process about the existence of any disability;
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip);
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies;

Our school believes that improving access to education and educational achievement by disabled pupils: -

- ensures equality of opportunity;
- encourages full participation in society;
- improves the likelihood of independent living and economic self-sufficiency in the future;



We believe that disabled people should be valued for what they can do rather than labeled for what they cannot.

Therefore: -

- In liaison with relevant external agencies we will improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/ girls, minority ethnic groups, SEND pupils, Looked After pupils, pupils with EAL, pupils with chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2014), the needs of EAL pupils and the needs of minority ethnic pupils.
- We have procedures for involving all parents and carers in their children's learning and we monitor this involvement and the outcomes.

Educational inclusion is an integral part of the school development programmes, continuous professional development and governors meetings.

## **GENDER EQUALITY**

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environmental, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

## **ROLES AND RESPONSIBILITIES**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

**Our Governors are responsible for: -**

- Making sure the school complies with all current equality legislation;
- Making sure this policy and its procedures are followed;

**The Headteacher is responsible for: -**

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it;
- Making sure its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination;
- Monitoring the progress and attainment of vulnerable groups of pupils;
- Monitoring exclusions;

**All our staff are responsible for: -**

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping;
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances;



## Part Two

### Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. Schools are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an school took reasonable steps to prevent such acts).

#### The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 – 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate



against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

## 'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

## Public Sector Duties

We will give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

Equality of opportunity will underpin all decisions taken by the Academy/Governing Body and all actions by its employees.

## Appendix

### Definitions

**Equality** - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be



treated differently in order to achieve an equal outcome. Inclusive Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Gender Dysphoria **Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.**

Biological sex is assigned at birth, depending on the appearance of the infant.

Gender identity is the gender that a person “identifies” with, or feels themselves to be

## **MONITORING, REVIEWING, ASSESSING IMPACT**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.