

The Priory CE VA Primary School



Single Equality Policy

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DC model			
Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Date of ratification	
Date of last review	Dec 2017	Date of this review	Nov 2019
Date of next review	4 years – Dec 2023	Maintenance	Headteacher

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

Through this policy The Priory CE VA Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, Governors in addition to visitors to The Priory CE VA Primary School.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

disability;
ethnicity (including Gypsy and Traveller groups);
gender;
gender identity and transgender;
faith, religion and belief;
marriage and civil partnership;
sexual orientation (homophobia);
pregnancy and maternity;
age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. The Priory CE VA Primary School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

The Priory CE VA Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011.

Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the appropriate authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- 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. 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, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions 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, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures 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 of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

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

Principle 8: Society as a whole should benefit

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 and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Equality Objectives

We formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Each year we report on our progress towards these equality objectives.

Arrangements, Roles and Responsibilities

1. The equality objectives for The Priory CE VA Primary School will be set out formally in Appendix 1 and are referenced in the School Development Plan. They will be reviewed annually as part of the SDP process, and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.
3. The Priory CE VA Primary school will undertake Equality Impact Assessment exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

The Governing Body of the school aims to provide an appropriate learning experience for all pupils, whatever their colour, origin, culture, gender, religion or ability. The school has high expectations of all pupils. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with pupils and colleagues reflects this responsibility at all times.

Staff and Governors

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.

A member of the Governing Body has the role of monitoring the implementation of this policy.

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.

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

All staff are expected to adhere to this policy;

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our Guiding Principles ;
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- undertake or support any Equality Impact Assessment (Equality Analysis) processes;
- attend appropriate training that enables The Priory CE VA Primary School to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

The Priory CE VA Primary School is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Appendix 1

The Priory CE VA Primary School Equality Objectives 2019 - 2023

This fulfils our duty under the Public Sector Equality Duty.

These objectives will be referenced on the yearly annual SDP. Progress towards these objectives will be evident and published on the SDP annual review.

Objective 1:

Narrow the gap in attainment between boys and girls (focus on reading and writing in Y2 – 5 & listening / health & self-care EYFS)

To achieve this objective we plan to:

- *Introduce T4W techniques so less confident boys can ‘hug closely’ the original and imitate the language and sentence structures needed to be successful.*
- *Teach key vocabulary to all pupils, because we have identified that boys are not retaining/understanding some of the key words used.*
- *Encourage excellent presentation, because we have found some boys rush their work in order to complete it quickly or don’t have the fine motor skills.*
- *Use hooks to introduce certain units of work to engage reluctant boy writers and give them first hand experiences.*

We plan to reduce our gender gap in all areas to less than 10% by 2020 and thereafter reducing by 2% to arrive at a less than 5% gender difference.

Objective 2:

Improve the attendance of disadvantaged pupils

To achieve this objective we plan to:

- *Support families with a clear attendance process and flow-chart of school actions.*
- *Link families struggling with low attendance to early help, Family Partnership Zone*
- *Assistant Head to regularly monitor and build relationships*

We plan to bring our pupil premium attendance figures in line with national averages by 2020.

Objective 3:

Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing pupils' understanding of British values and different faith groups

To achieve this objective we plan to:

- *Amend RE long term plan to include Living Difference planning to teach other religions. This is an enquiry based model to engage all pupils*
- *As the school has a high % of white British pupils, invite other members of the community to perform and talk to the children to develop their understanding of modern Britain e.g. African drumming workshop, Hindu dance company & diversity Arts week*
- *Focus on British values during whole school worship e.g. series on mutual respect during rugby world cup*
- *Place greater emphasis on anti-bullying week and follow up with surveys*
- *Encourage House captains to choose learning heroes who reflect global diversity rather than just British heroes e.g. Malala Yousafzai*

Evidence will be seen in RE books and in how the children talk about British values and other faiths with greater respect and understanding.

Objective 4:

Train all members of staff and governors to be confident in supporting children with SEND and disabilities. To encourage applications from different groups for job vacancies e.g. ethnic minorities, disabilities

To achieve this objective we plan to:

- *Work with Linwood school on the lassie project, which will include whole school training opportunities e.g. ASE in Jan 2019*
- *Ensure job adverts emphasise our commitment to equal opportunities for all*
- *Update the school accessibility plan*

Success in this objective will be seen by parents with SEND children continuing to choose the Priory School, a fully inclusive school community, an improved report on inclusion following the lassie programme, pupil surveys and an effective, happy and diverse workforce based on meritocracy.