

St Chad's Patchway CE VC Primary School

Single Equality Policy

"Learning to love, loving to learn."

Introduction

St Chad's Patchway CE VC Primary School provides education for all, acknowledging that the society in which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school and wider community; we seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community are provided with opportunity to experience, understand and celebrate diversity

Rationale

To ensure that all individuals within the school community have an opportunity to achieve their full potential and have the equality of opportunities. The school is aware of its need to and works tirelessly to eliminate discrimination, promote cohesion and create an inclusive atmosphere where all pupils are equal members of the school community. We believe this to be a cornerstone of educating the future generations. St Chad's Patchway CE VC Primary also has a duty to promote community cohesion across four dimensions:

- The school community – including all stakeholder groups
- The community within which the school is located – Patchway, Bradley Stoke, Bristol, and South Gloucestershire
- The national community
- The global community

Legal duties

1. We welcome our duties under the Race Relations Act 1976, as amended in 2000, to promote race equality and have due regard to the need to:
 - promote equality of opportunity between people of different racial groups
 - promote good relations between people from different racial groups
2. We welcome our duties under the Disability Discrimination Act 2005 and the Disability Equality Duty 2006 to have due regard to the need to:
 - promote equality of opportunity between disabled people and other people
 - eliminate discrimination that is unlawful under the Disability Discrimination Act
 - eliminate harassment of disabled people that is related to their disability
 - promote positive attitudes towards disabled people
 - encourage participation by disabled people in public life
 - take steps to take account of disabled people's impairments, even if this requires more favourable treatment
3. We welcome our duties under the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Gender Equality Duty 2007 to:
 - promote gender equality
 - eliminate sex discrimination
4. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
5. We recognize that these four sets of duties reflect international human rights 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 and are essential for achieving the aims and ethos of St Chad's Patchway CE VC Primary School.
6. We welcome the simplification of many aspects of the above through the Equality Act 2010 as it clarifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. As a compliant school we see this and all of the above as setting down in law structures and principles which we feel underpin the ethos at St Chad's Patchway CE VC Primary School.
7. The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are classed as unlawful. We recognize and actively follow the act and draw attention to use of the term "protected characteristics" in the act to refer to aspects of a person's identity. Treating a person less

favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Key legislation is listed in appendix 1 of this policy.

Aims

To ensure **all** individuals in the school community work together.

1. To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed, thus addressing inequalities and stereotypes in all aspects of school life by creating an inclusive atmosphere.
2. To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its function as employer, service provider and community resource.
3. To promote good relations between people of all backgrounds and to challenge and prevent discrimination and harassment in any aspect of school life responding to the diverse needs of the whole school community, ensuring that everyone is treated with respect and that any form of prejudice is challenged and eliminated.
4. To prepare pupils for their roles as citizens in a multicultural society.
5. To ensure that the school makes a constructive contribution to the local, national and global community.

Guidelines

In fulfilling our legal obligations, referred to above, we are guided by the following seven Core Principles:

1. All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or status
- whichever their gender.

2. We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 experience of prejudice are recognised,
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

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, and 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 harassment.

4. Staff recruitment, retention and development

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.
- whichever their gender.
- whatever their age.

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, 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.

6. We consult 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. We involve:

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

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

Objectives

We will put our core principles into practice and act as an equality champion and example within the community by:

- promoting equality and diversity within the school grounds and make clear to the people who attend the school and work within the school that their actions to do this extend beyond the school boundary.
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, particularly that which is aimed at groups as well as individuals, such as racist bullying.
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider community.
- promoting community cohesion.
- opposing all forms of prejudice which stand in the way of fulfilling our legal duties:
 - prejudices around disability and special educational needs (SEN).
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum.
 - prejudices reflecting sexism and homophobia.

Principles

We recognise that the actions resulting from a policy are what make a difference and as such:

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect the seven core principles. We ensure that we are inclusive, and make sure all pupils have equal and without discrimination appropriately differentiated access to every aspect of the school including the physical environment, support, care, resources, opportunities and information.

We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and SEN, ethnicity and gender.

Prejudice related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Headteacher, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. Appropriate support will be given to victims of harassment and intolerant behaviour, using external agencies as appropriate. Perpetrators will be dealt with in accordance with school policies and provided with relevant support to consider and modify behaviour.

Governors, staff, parents, children are to be aware of procedures for dealing with unacceptable behaviour with regard to equality. All staff are responsible for dealing with discrimination and recognise bias and stereotyping and act in response to it and to prevent it, in accordance with these principles and in line with other school documents such as Behaviour & Bullying Policies, and Racial Equality and Cultural Diversity Policy.

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

We ensure that the content of this policy is known to all staff and governors and, as appropriate to all pupils and parents. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate places.

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.

We ensure that the core principles listed above apply also to the full range of school policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- 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

Children are provided with opportunities to reflect, experience, understand and celebrate diversity and equality through collective worship, curriculum enrichment events, Citizenship and PSHE, Religious Education, knowledge of festivals from different faiths and cross-curricular topic links as well as ongoing, implicit reinforcement of tolerance, respect and a love for the similarity and diversity which makes up the human race and the wider world. The curriculum reflects the needs of pupils and be differentiated appropriately to ensure inclusion. It encourages children to explore bias and to challenge prejudice and stereotypes; and promote positive attitudes towards all people.

Children are taught to challenge stereotypes in the wider world. Visitors are expected to respect the members of the school community and the ethos by which we educate St Chad's pupils.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A link governor is appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead and advise the Governing Body in fulfilling its role.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and the school
- deal appropriately with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation

The school will review this policy annually and assess its implementation and effectiveness. The Headteacher will report to the Link Governor, reviewing implementation across the school of this policy and those related to it and any incidents involving discrimination or harassment.

Appendix 1

KEY LEGISLATION

AREA	LEGISLATION
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) ACT 2000
Disability	Disability Discrimination Act 1995, as amended Special Education Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or Belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006
All	Single Equality Act 2010