

SINGLE EQUALITY POLICY

Aims

Shingley CE Primary School is committed to ensuring equality in school. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that acknowledges and celebrates differences within a culture of respect and cooperation. The school seeks to ensure that it is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations. The school strives to create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards inclusion for all. We recognise that equality will only be achieved by the whole school community working together – learners, staff, governors and parents.

Legislation and Guidance

This document meets the requirements under the following legislation:

- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- DfE guidance The Equality Act 2010 and Schools

Roles and Responsibilities

The governing body will:

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information and objectives to be published and communicated within school annually and that they are reviewed and updated every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and foster good relations between them and those who do not share that characteristic

The head teacher/designated member of staff for Equality will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor implementation of the objectives and report back to Governors
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement the objectives
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization

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- monitor recruitment and career progress of staff from different groups and communities

All staff will recognise that they have a role and responsibility in their day-to-day work to:

- challenge inappropriate language and behaviour
- recognise and challenge discrimination
- tackle bias and stereotyping through the curriculum and values programme
- respond appropriately to incidents of discrimination and harassment and report these
- respond appropriately to the needs of pupils, parents, staff and others with protected characteristics.
- highlight any training needs

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and Governors are regularly reminded of their responsibilities under the Equality Act. Meeting minutes record where it has been discussed.

New staff will receive training on the Equality Act as part of their induction and all staff have refresher training every September.

The Headteacher is the designated Equality Officer and liaises with the Equality link Governor.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school sets out to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people who connect to a particular characteristic (eg. Pupils with disabilities or gay pupils experiencing homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg, Muslim pupils who need to pray at certain times or Jehovah Witness pupils who do not celebrate Christmas)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg. School sports or clubs)

In fulfilling this aspect of duty, the school will:

- Collect attainment data each year showing how pupils with different characteristics are performing (subject to sufficient pupil numbers to avoid identification of individuals)
- Analyse the data to determine strengths and areas for improvement
- Show any evidence identifying improvements in certain groups (eg data relating to incidents)
- Publish further data about any issues associated with particular protected characteristic, identifying issues which could affect our pupils.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through the curriculum. This includes RE, PSHE but also activities in other curriculum areas,

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eg reading and literature.

- Collective worship with a range of visitors and pupil led assemblies on relevant issues
- Further developing community links with visits and visitors
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school, eg. Pupil councils who represent pupils from a range of groups.
- Working with parents to promote knowledge and understanding of different cultures and beliefs
- Developing links with specialist organisations who can support and inform our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school considers the impact of significant decisions on particular groups. For example, when a trip is planned there is consideration given to:

- If the trip cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equal access to facilities for boys and girls

The school records the consideration given to these and other areas when planning off site visits and this is recorded on the off site visit form.

Equality Objectives

The objectives are detailed in the Accessibility Plan.

Monitoring arrangements

The Teaching, Learning and Standards committee will update the equality information that is published every year.

This document will be reviewed by the Full Governing Body at least every 2 years.

This document will be approved by the Chair of Governors

Links with other policies

Accessibility plan