

## SINGLE EQUALITY POLICY

### School Mission statement

- ❖ Friendship
- ❖ Faith
- ❖ Future

### Core value: Respect

### 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 diversity within a culture of respect. 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 working together – learners, staff, governors, parents and the wider school community.

### 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

*A protected characteristic under the act covers the groups listed below:*

- *age (for employees not for service provision)*
- *disability*
- *race*
- *sex (including issues of transgender)*
- *gender reassignment*
- *maternity and pregnancy*
- *religion and belief*
- *sexual orientation*
- *Marriage and Civil Partnership (for employees)*

### Roles and Responsibilities

<b>Governing Body</b>	Appoint an Equality Link.Governor Approve and monitor the implementation of the Statement and any related objectives Check that this is communicated within school annually and reviewed and
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	<p>updated on schedule</p> <p>Assess impact on staff, learners, parents and others</p> <p>Ensure that all governors are aware of their legal responsibilities under equality legislation</p> <p>Check that implementation of the Statement achieves improved outcomes for people who share a protected characteristic and foster good relations between them and those who do not share that characteristic</p>
<b>Headteacher</b>	<p>Promote knowledge and understanding of the aims of the Equality policy amongst staff and pupils</p> <p>Monitor implementation of the policy and report back to Governors</p> <p>Allocate appropriate responsibilities, and provide suitable training and development for staff to implement the policy</p> <p>Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization</p> <p>Monitor recruitment and career progress of staff from different groups and communities</p>
<b>Staff</b>	<p>Challenge inappropriate language and behaviour</p> <p>Recognise and challenge discrimination</p> <p>Tackle bias and stereotyping through the curriculum and values programme</p> <p>Respond appropriately to incidents of discrimination and harassment and report these</p> <p>Respond appropriately to the needs of pupils, parents, staff and others with protected characteristics.</p> <p>Highlight any training needs</p>
<b>Parents/Carers</b>	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
<b>Pupils</b>	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the school values and mission statement</p> <p>Uphold the commitment made on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
<b>Wider community</b>	<p>Take an active part in identifying barriers for the school community and inform school leaders</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made in tackling inequality and achieving equality of opportunity.</p>

### 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.

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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.

In order to do this effectively we will analyse data related to the listed protected characteristics. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. 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.

### **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 and other less diverse circumstances)
- 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)
- Analyzing data relating to all pupils, with a focus on particular groups, eg disadvantaged, GRT.

### **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 knowledge, interest and understanding of a range of religions and cultures through the curriculum. This includes RE, PSHE but also activities in other curriculum areas, 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 any tensions between different groups of pupils within the school, eg. GRT history month
- 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 eg EMTAS
- Displays and prominence of events such as Black History month and GRT month

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions

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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 offsite visit form.

### **Accessibility Objectives**

These objectives are detailed in the Accessibility Plan.

### **Monitoring arrangements**

Through the Head's report, the FGB will review the equality information relating to admissions, attendance, attainment, exclusions and prejudice related incidents

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

Curriculum policies

Collective worship policy