

SAMLESBURY Church of England Primary School

Growing, Learning & Inspiring through God's Love
and Grace



07051 Single Equalities Policy

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Signed:

Date:

Samlesbury Church of England Primary School

Single Equalities policy

LEARNING, GROWING AND INSPIRING OTHERS THROUGH GOD'S LOVE AND GRACE

Matthew 5:14-16 - "You are the light of the world—like a city on a hilltop that cannot be hidden. No one lights a lamp and then puts it under a basket. Instead, a lamp is placed on a stand, where it gives light to everyone in the house."

At Samlesbury our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do. Through example and teaching, our children are encouraged to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment; to grow spiritually through daily collective worship and prayer, to develop an awareness of God and to make a personal response of their own.

We also teach and encourage our children to care for all of God's creation as an expression of practical Christian faith, showing a concern and responsibility for their homes, communities and the wider world.

We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

Overview

This policy reflects the Single 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. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine 'protected characteristics'. These are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

This policy outlines the commitment of the staff, pupils and governors of Samlesbury CE Primary school to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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. At Samlesbury CE Primary school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. This Single Equality Policy summarises the school's approach in ensuring equality for all.

At Samlesbury CE Primary School we will treat everyone fairly, celebrating differences and meeting individual needs so that all members of our school community are free to live, learn and achieve their potential. 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. There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

We aim:

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- To help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- To ensure that everyone, whatever their needs and capabilities, are included and catered for.
- To value each individual and recognise and respond to the needs of all children.
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society.

Learning and teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this we will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping

- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school meets the needs of all pupils' learning by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Curriculum

At Samlesbury CE Primary school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity

- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Chorley St. Peter's CE

Primary school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Chorley St. Peter's CE Primary school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
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Provision for Bi-lingual Pupils

We undertake at Samlesbury CE Primary school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Discrimination

Samlesbury CE Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Incidents of discrimination reported by pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) will not be tolerated. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's Antibullying Policy.

Diversity Complaints

Samlesbury CE Primary School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure is accessible through the school website.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- All staff are made aware of relevant policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact This is minuted at full governors meetings. Our governing body will ensure that the school complies with statutory requirements in respect of this policy and objectives
- The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Monitoring and review

Samlesbury CE Primary School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality.

Samlesbury CE Primary school is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students. Some examples of this are attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment. These are analysed by ethnicity, disability, gender, free school meals (FSM).

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Equality objectives

Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Our Equality objectives are available to view on our school website.

<https://www.samlesburyceprimary.co.uk>

This policy applies to:

- School Governors
- Staff
- Parents

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- Single Equalities policy
- Pupils (as appropriate)
- Visitors to the school
- Multi-agency Professionals

Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website.

Appendix – Equality Legislation Guidance

What does a school need to do? (Note: The duties outlined below are now elements of the Public Sector Equality Duty)

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups
- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - Substantial (more than minor or trivial)
 - Adverse
 - Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme
- Set out in their scheme how disabled people have been involved in its preparation their arrangements for gathering information on the effect of the school's policies on:
 - the recruitment, development and retention of disabled employees
 - the educational opportunities available to and the achievements of disabled pupils
 - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
 - the steps the school is going to take to meet the general duty (the school's action plan)
 - the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations Specific duties
- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.