



SINGLE EQUALITIES POLICY

Policy approved & adopted by	Headteacher
Date	Sept 2021
Review cycle	3 years
Reviewed	Sept 2024
Next Review	Sept 2027

Statement of Principles

At Tor View School together we 'enjoy inspire, learn, enjoy and achieve'.

This policy outlines the commitment of the staff, learners and governors of Tor View 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 learners in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Learners
- Staff
- Parents and carers
- The governing committee
- Multi-agency staff linked to the school
- Visitors to school
- Learners 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 Tor View 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, gender identity, race, disability, religion or belief, sexual orientation, age, pregnancy/maternity, marriage/civil partnership (as per the 9 protected characteristics (Equality Act 2010) or any

other recognised area of discrimination.

Ofsted identified equality of opportunity as a strength.

School in Context

School employs staff and Governors who have disabilities.

The school is fully accessible and automatic doors have been installed to improve accessibility for independent wheelchair users.

A number of learners are subject to a full care order and a large number of learners are regarded as CLA because they access overnight respite as part of their short breaks package.

Ethos and Atmosphere

At Tor View School, the leadership of the school community will demonstrate mutual respect between all members of the school community.

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All learners are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

The school community reflects a diverse range of faiths including Islam; Christianity – Roman Catholic, Church of England, Baptist; Jehovah's Witness; Hindu and this diversity is reflected in the annual calendar of collective worship.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- School Council
- Staff
- Governors
- Parents and carers

Copies of the draft policy were shared with all parties and content was discussed in detail with members of School Council. All stakeholders were asked to provide feedback.

Monitoring and Review

Tor View 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 fulfill her or his potential.

We collect and analyse a range of equality information for our learners/learners by ethnicity, disability, gender, entitlement to free school meals (FSM):

- Performance in curriculum subjects
- Participation in extended school and study support activities
- Attendance data
- Exclusions
- Serious Incidents
- Racist Incidents
- Bullying and Harassment Complaints
- Homophobic/Transphobic Incidents

We make regular assessments of learners' learning and use this information to track learners' 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 learners 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 learners where the information suggests that progress is not as good as it should be. The governing body receives regular updates on learner performance information.

School performance information is compared to national data and local authority data, to ensure that learners are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring learner performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia, transphobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in learner performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Tor View School is also committed to providing a working environment free from discrimination,

bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors and keep this information confidential to enable us to be more inclusive.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Deputy Headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

We aim to provide all our learners with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all learners 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 learners 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 learner's 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 and carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all learner groups
- Take account of the performance of all learners when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of learners
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all learners regardless of their gender, gender identity, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All learners 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 learners
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all learners' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all learners have equal access to all facilities and resources
- All learners 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 learners
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

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

Resources and Materials

When ordering new resources and materials staff consider how they promote equality.

The provision of good quality resources and materials within Tor View 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 Tor View 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

Extended Learning Opportunities

It is the policy of this school to provide equal access to age-appropriate activities from starting school. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. volunteers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Learners

We undertake at Tor View School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Learners for whom English is an additional language
- Learners who are new to the United Kingdom
- Gypsy, Roma and Traveler Children
- Advanced bi-lingual learners

Muslim Prayer

We support our Muslim employee's and understand the need for Muslim prayer. We will provide a quiet space for prayer during allocated break times if staff require. This needs to be articulated to the employee's line manager.

Ramadan and fasting

Ramadan lasts for 29-30 days every year and is based on the lunar calendar. The dates vary depending upon regional customs and when the new moon is first sighted. During this period participating Muslims fast from sunrise to sunset every day. Fasting represents a significant change in eating habits for those observing Ramadan and can have an impact on the ability to

carry out normal work tasks at the usual times. (please refer to appendix A for further information)

Personal Development and Pastoral Guidance

- Staff take account of gender, gender identity, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveler, refugee and asylum seeker learners
- All learners are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, gender identity, race or sexual orientation whilst acknowledging that a disability may impose some practical boundaries to some career aspirations
- All learners/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of learners can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

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

- This must include learners' access to a balance of male and female staff at all key stages where possible
- 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 learners
- Access to opportunities for professional development is monitored on equality grounds

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
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

There are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved. With reference to the Equality Act 2010 where

possible we recruit same gender staff to provide intimate personal care, particularly for Secondary and FE aged learners.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all learners to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equality duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher 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 Headteacher has day-to-day responsibility for coordinating 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

Commissioning and Procurement

Tor View School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on learners, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This Policy is a public document and is made available to any interested stakeholder and publicised on our website, on the network, in induction meetings.

Annual Review of Progress

This policy has a three-year life span and our performance is subject to annual review and revision of the action plan.

Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, gender identity and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, gender identity, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

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?

- Learners, parents and carers, prospective learners and parents and 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

Specific duties

- 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 learners' 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.

A racist incident can be defined as: verbal abuse; violence; provocative behaviour; graffiti; possession/ distribution of racist materials.

If a member of staff is made aware of a racist incident this should be immediately recorded and reported. Racist Incident forms are located in the Deputy Headteacher's office on the noticeboard with Child Protection, Care and Control forms.

Action to be taken depends on the status of the **perpetrator**:

Learner – Complete racist incident form and inform parent/ carer of incident and actions to be taken. Before reporting an incident, the member of staff should consider the cognitive/ intellectual level of the perpetrator, at times learners may use inappropriate language because they do not understand the language, these incidents should be reported as Serious Incidents and remedial action will be taken as appropriate to the individual circumstances. Support and counselling should be made available to the victim of such an incident as required.

Member of staff – Report incident to Headteacher who will suspend member of staff pending investigation, complete racist incident form and return to the Deputy Headteacher.

Visitor to school - Explain that racist behaviour is unacceptable and ask the visitor to vacate premises, complete racist incident, pass details to Police for consideration if further action should be taken.

Where a **victim** is involved in any racist incident support and counselling should be made available as required.

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 (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, 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 learners
 - 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/Sexual Orientation

The term gender includes boys, girls, men and women, and transgender/transsexual people. .

(The term transgender refers to a range of people who do not feel comfortable with their birth gender and is a distinct protected characteristic)

Sexual orientation relates to the gender an individual is attracted to. It is a distinct protected characteristic.

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 (gender expression) or feel about themselves (gender identity), 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.
- Transgender is an umbrella term which refers to those whose natal sex does not align with their gender expression/identity

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 learners 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.

APPENDIX A

Ramadan and fasting

Ramadan lasts for 29-30 days every year and is based on the lunar calendar. The dates vary depending upon regional customs and when the new moon is first sighted. During this period participating Muslims fast from sunrise to sunset every day. Fasting represents a significant change in eating habits for those observing Ramadan and can have an impact on the ability to carry out normal work tasks at the usual times.

Effects of fasting on the body

During a fasting period, the metabolic rate of a fasting person slows down and other regulatory mechanisms start functioning. Fasting promotes the efficient utilization of body and dietary fat. The total food intake during fasting, while less than normal, is sufficient to maintain good health. However, it is important to balance food and fluid intake between fasts. In order to stay healthy, it is advisable to eat food from the major food groups, such as bread and cereal, milk and dairy products, meat and beans, vegetables and fruit.

Ramadan in School

We will where possible make reasonable changes and allowances to accommodate cultural and religious practices without it detrimentally impacting on Torview. Employees who are fasting during Ramadan need to inform their line manager to provide an opportunity to discuss any particular requests or requirements they may have. With particular reference to Ramadan, these may include:

- Allowing fasting employees to take work breaks at appropriate times during the day;
- Giving special consideration to requests for annual leave or unpaid leave during the period and at the end of Ramadan (Eid) when participating employees may wish to celebrate Eid with family and friends;
- Where possible avoid organising social events during major religious festivals so as not to exclude certain employees, unless you are participating in National or other events with set-dates.

We understand that:

- Fasting may affect people in different ways (for example some people may become a little irritable or slightly tired at times) and some understanding from managers and colleagues can be helpful.
- Ramadan may offer an opportunity for closer team relations and appreciation of all cultures through being sensitive to other people's needs – for example being considerate

of participating colleagues who are resisting the temptation to consume any type of food and drink whilst at work.

Learners may also be fasting during Ramadan and need to be given additional consideration during this period as the health effects referred to above may increase due to the age of the person fasting. Most children taking part in fasting will be of secondary school age. However, many primary school children will also be participating in fasting, possibly for part of Ramadan, or on certain days of each week. We expect parents to inform the class teacher and Deputy principle of their child will be fasting.

Learners may become irritable or tired at times. Also the effects of fasting may be felt most strongly in the afternoon and informing all of the individual learner's teachers will help to ensure that the possible effects of fasting are understood.

Consider providing a quiet classroom or library where learners can rest or undertake other activities during lunch and break times when other learners may be eating.

Be considerate to the fact that participating learners are resisting the temptation to consume food and drink during the day and where possible, avoid taste testing or putting on special events designed to encourage whole school participation such as cake sales or special lunches.

Physical Education

Physical Education, School Sport and Physical Activity programmes need to be managed to enable all learners to take part safely. Energy levels may be low, and the risk of dehydration increased. Staff expectations relating to participation in physical activity (e.g. sustained running) may need to be reviewed and levels of physical demands adjusted to accommodate individual needs.

Educational Off-Site Visits:

The impact of religious cultural festivals should be identified through the risk assessment process, as this will affect both accompanying adults (staff and volunteers) and learners. A considered judgement should be taken around the people, the venue and how the day is organized. This is central to safe practice and will enable schools to decide on the appropriate actions necessary to reduce any risks to staff, learners and volunteers to an acceptable level.

Common health issues to be aware of during fasting

There are a small number of common health complaints that can occur during a fasting period:

- **Headaches:** In preparation for fasting, reducing caffeine intake gradually during the two weeks leading up to Ramadan may help to ease headaches.
- **Dehydration:** Very little fluid intake can cause dehydration and is related to headaches, especially on particularly hot days. Drink plenty of water or sports drinks as dehydration can lead to fainting or shock (very low blood pressure).

- **Low blood sugar:** Can cause confusion, slurred speech and fainting. Simple carbohydrates work the fastest to elevate blood sugar, but complex carbohydrates (e.g. grains and seeds, such as barley, wheat, oats, millets, semolina, beans, lentils, whole meal flour, basmati rice, etc.) and protein maintain it. Dates are high in natural sugars with a low glycemic index (GI) and will slowly release energy throughout the day.

General advice for anyone fasting:

By taking a few precautions, it is easy to stay healthy during a fasting period. General advice is:

- Don't overeat in the evening;
- Drink sufficient water between Iftar (sunset meal) and Suhoor (pre-dawn meal) to avoid dehydration;
- Eat vegetables and fruit at the end of a meal;
- Gradually reduce caffeine drinks such as coke, coffee and tea three to five days before Ramadan. Then stop them altogether during fasting period as caffeine is a diuretic;
- Smoking is always a health risk factor. It reduces the benefits and efficiency of various vitamins, metabolites and enzyme systems in your body. If you cannot stop smoking, cut down gradually starting a few weeks before Ramadan.