



# Single Equalities Policy

<b>Responsible Person</b>	<b>Mrs L Stinchon</b>
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## Background

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and in April 2012 schools had the specific duty to publish information and the specific duty to publish objectives. The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status. The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters. There are also implications for the community cohesion agenda.

The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment,

personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

## Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, [The Equality Act 2010](#) which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are:

- Department for Education (DfE) guidance: The Equality Act 2010 and schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

This policy outlines the commitment of the staff, pupils and governors of Trawden Forest 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 Trawden Forest 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 sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

## School in Context

The school is made up of almost an equal balance of boys and girls though this differs slightly in each cohort of children. There are a small number of children from different ethnic heritages with the vast majority of pupils from white British speaking backgrounds so every effort is made to ensure an inclusive family atmosphere prevails. There are a small number of children with medical conditions and learning difficulties. The school is not easily accessible for parents, governors or visitors with physical disabilities, of which there

are a very small minority. At present the school has no children looked after (CLA), and a small number of children who are previously looked after.

## **Ethos and Atmosphere**

- At Trawden Forest Primary School, the leadership of the school community demonstrates 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 are prepared to challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

## **Monitoring and Review**

Trawden Forest 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:**

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.

Our monitoring activities enable us to identify any differences in pupil 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.

Trawden Forest Primary 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: Pupil information on bullying, gender and racial incidents is recorded in CPOMS. Information on incidents relating to adults will be kept by the headteacher or if the case is concerning the headteacher then the deputy headteacher.

Other information may be collected regarding

- Applicants for employment
- Staff profiles
- Governing body profiles
- Training events

## All information will be regarded as confidential

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 any action planning is the 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 pupils 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 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, 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 will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able 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
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

## Curriculum

At Trawden Forest 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

## Resources and Materials

The provision of good quality resources and materials within Trawden Forest 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 Trawden Forest 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

## Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with 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 Pupils**

We undertake at Trawden Forest Primary School to make appropriate provision for all EAL/bi-lingual 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

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, 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 Traveller, refugee and asylum seeker pupils
- All pupils 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, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/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 pupils 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 pupils' access to 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 pupils
- 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

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils 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 equalities 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 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

## Commissioning and Procurement

Trawden Forest Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. All contractors will be provided with relevant information on expectations while on school property.

## Trawden Forest Primary– Equality Objectives

### Values and Beliefs

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

Our key value at Trawden Forest Primary is **RESPECT** - respect for our friends, our family, our teachers, but most importantly respecting ourselves by living our school values each day.

### Our core values are:

Reception - Holly	happy and helpful
Year 1 – Willow	willing and wise
Year 2 - Rowan	resilient and respectful
Year 3 – Sycamore	spirited and successful
Year 4 - Birch	brave and bold
Year 5 - Maple	motivated and moral

**Staff and governors demonstrate our values and commitment to equality by:**

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.

## Equality Action Plan 2022/2023

### Equality Objective 1:

**Objective:** to ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

**Why we have chosen this objective:** From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

**To achieve this objective we plan to:** Update our RAISE Curriculum in the light of our Curriculum Drivers of Equality, Economic Wellbeing and Environmental Awareness. Develop and thoroughly embed our 12 Life Experiences and Curriculum Broader Experiences. These experiences will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion regularly. Class sets of carefully selected texts will be created to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding.

**Intended Outcome:** To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

### Equality Objective 2:

**Objective:** To explore and understand the reasons for the disproportionately higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.

**Why we have chosen this objective:** Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

**To achieve this objective we plan to:** Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also Where children believe, achieve and succeed specialist services. Identify best practice from other LDST schools and local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

**Intended Outcome:** Increase attendance of PP children to that of a similar level to those non-PP children.

### Equality Objective 3:

**Objective:** To ensure that all pupils have the opportunity to succeed, and to reach the highest level of personal achievement.

**Why we have chosen this objective:** In school, although there is a relatively low number of children on the SEND register, compared with national average, school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work in an environment in which all pupils have equal access to all facilities and resources.

**To achieve this objective we plan to:** Maintain 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. Adults in school will provide good, positive role models in their approach to all issues relating to equality of opportunity. Foster an environment where all pupils are encouraged to be actively involved in their own learning as well as ensuring that 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. Additionally consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate.