



# **Single Equalities Policy 2021**

Every child matters; every moment counts.

## Single Equalities Policy

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It sets out the different ways in which it's unlawful to treat someone. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability, Discrimination Act and Sex Discrimination Act. The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools/schools of religious character – are all replicated in the new act. However, the following changes impact schools:

- Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment
- It is now unlawful for employers to ask health-related questions of applicants before offering them a job unless the questions are specifically related to an intrinsic function of the work
- Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or meet the particular needs of, pupils with particular protected characteristics – sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling
- The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1st September 2012
- The Act introduced a single Public Sector Equality Duty (PSED) which came into effect in April 2011. In carrying out their functions, public bodies are required to have due regard to the need to:

- a) Eliminate discrimination and other conduct that is prohibited by the Act,
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

### **Age**

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

### **Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day-to-day activities.

### **Gender reassignment**

The process of transitioning from one gender to another.

### **Marriage and civil partnership**

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

### **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### **Race**

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### **Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### **Sexual orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

### **Single Equalities Plan**

At Trawden Forest Primary School we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school, irrespective of race, gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, and sexual orientation. It is a primary aim of our school to create an environment in which all members of the community are able to give of their best without fear of harassment or discrimination, and all decisions are made based on merit alone. Trawden Forest Primary School recognises its responsibilities under the Equality Act 2010 and plays an active part in its local community providing an education which:

- Tackles all forms of discrimination
- Promotes good relations between all members of the school community
- Promotes equality of opportunity for all

We will ensure that all our policies and practices take full account of our obligations under all relevant legislation, and in particular, the Equality Act 2010, in relation to the following:

- Progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pupils' personal development, support and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities
- Prevent and Citizenship

### **Progress, attainment and assessment**

We aim to ensure that every pupil, irrespective of race, gender, disability, religion, socio-economic groups or cultural background is enabled to achieve their best and that strategies are in place to tackle underachievement.

To support this aim we ensure the following:

- a) SATs results and class assessment data are analysed to look at the performance of different groups, and the performance data provided by external sources is examined carefully.
- b) Staff monitor progress carefully through our tracking procedures and, where underachievement is evident, set appropriate targets and put in place relevant interventions for progress.
- c) The school has clear and thorough assessment procedures in place
- d) Children may work in ability groups. Staff are aware of the need for flexibility and children move from group to group according to progress made. At other times children work in mixed ability groups within the class and staff value the contribution made by children from all different groups.
- e) All available modifications are made to the administration of SATs papers according to the access arrangements set by the DfE.

## **Behaviour, discipline and exclusion**

We ensure that the school's procedures for managing behaviour are fair and equitable to pupils from all groups.

- a. The school has a clear Behaviour Policy and there is a consistent system of rewards and sanctions across the school.
- b. The school's policy is to include, rather than to exclude children, and a considerable amount of time is given to supporting children and their families who have emotional or behavioural difficulties. Staff work closely with families and may involve appropriate outside agencies to provide support for families. The school's rate of exclusion is low.
- c. Behaviour incidents are monitored for trends.
- d. Trawden Forest Primary School also takes its duty of care towards all teachers, children and visitors under the Health and Safety at Work Act 1974 when evaluating any behavioural issues related to a disability which may lead to any exclusion.
- e. Incidents of discriminatory behaviour, e.g., homophobic or racist abuse, are taken very seriously. A termly report is made to the Full Governing Body.

## **Pupils' personal development, support and pastoral care**

We aim for every pupil to have access to the range of support required to enable each of them to achieve their best. This support may be provided by the class teachers, SENCo, Learning Mentor or teaching assistants. We also have good links with external agencies. If a child is the victim of a discriminatory incident, the Headteacher talks to the perpetrator and the victim in an age appropriate way. Additional support is offered to the victim as required. The school treats such incidents very seriously and lets the victim know that what has happened to them is unacceptable. The perpetrator is asked to make an apology to the victim and the school's sanctions implemented. Whole-class discussions may take place to air grievances and reassure children that staff will protect them from discrimination.

## **Teaching and learning**

We aim for our school to provide teaching and learning styles that allow all pupils to learn and achieve. All pupils, irrespective of race, gender, disability, religion, socio-economic groups or cultural background, have an equal right to experience a high quality education in which they feel valued and respected. Teachers challenge stereotypes and are aware of bias and racial discrimination. The school aims to ensure that teaching styles are sensitive to different groups of children, and where appropriate, curriculum subject leaders will ensure that equality issues are incorporated into schemes of work.

- a) Each class is expected to ensure that displays reflect different cultural experiences and draw out the multicultural aspects of the class topic.
- b) The allocation of pupils to teaching groups is fair and equitable to pupils from all different groups.
- c) Parents from different ethnic groups are welcomed into school to help and contribute from their cultural life in class lessons, assemblies and special events and celebrations.
- d) The language used by staff and pupils throughout the school avoids stereotypes, in particular those of gender, disability and race.
- e) Pupils with disabilities are supported to study alongside their peers, with adaptations made as necessary to the teaching style or learning environment.

## **Admissions**

We follow Lancashire County Council guidelines on admissions and ensure that the criteria relating to equal opportunities are strictly met. No pupil is discriminated against in the allocation of school places, and our systems ensure that pupils from all groups are effectively supported

when they first start school. Any pupils requiring additional support, e.g. due to SEND or EAL, are identified early and interventions are put in place.

Whenever new children are admitted to the school the Head teacher meets with the family, shows them round the school and goes through the admissions forms.

### **Attendance**

The school monitors pupil attendance regularly, and identifies any patterns regarding ethnicity and community background. We aim to improve levels of attendance, especially for our target groups, and we work with a range of services and agencies to develop strategies for improving attendance.

### **Curriculum**

Our curriculum aims to promote good relations between members of all different groups and communities and foster equality of opportunity. The curriculum draws on and values the contribution made by people from a range of cultures and backgrounds.

- a) The school creates an environment where all pupils can contribute and feel valued.
- b) Different cultural traditions are valued and children learn about a variety of religious and cultural practices in class. The school has collected a wide range of artefacts for teaching and display, which represent many of the cultures present in the school.
- c) The school ensures that a range of cultures and languages are evident in the books that are purchased for class use and in the library. Home corner equipment, dressing up clothes and dolls reflect a range of cultural traditions.
- d) Visits are made within the local community to various places of worship.
- e) Children with disabilities are an integral part of the school and where appropriate children are taught about their classmates' disabilities so as to foster broader understanding, friendships and collaborative learning.
- f) PSHE addresses issues relating to gender and sexuality in a sensitive and age appropriate way, and staff make every effort to use language carefully so as not to make any child feel uncomfortable or marginalised.

### **Staff recruitment and professional development**

We would like the adults in our school to provide positive role models for pupils from all community backgrounds. Governing Body recruitment panels are aware of equality issues during the short listing and interview processes. Posts are advertised appropriately and in a way that encourages applications from minority ethnic candidates. Students from ethnic minority backgrounds are encouraged to train at the school.

### **Partnerships with parents and communities**

We aim to make parents and carers of our pupils welcome and encourage them to have a genuine involvement in the life of the school. Parents from all groups are invited to come into school to contribute in various ways: to talk about religious festivals; to talk about their disability; to talk about their work and achievements; to cook dishes from their culture and so on. All parents are encouraged to participate in the PTA.

### **Links to other policy documents**

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Anti-bullying Policy
- Assessment Policy
- Behaviour Policy
- SEND Policy
- Teaching and Learning Policy

### **Responsibilities – how they are allocated**

- Governing Body:

Ensuring that the school complies with Race Relations legislation

Ensuring that the policy and its related procedures and strategies are adopted and implemented

- Head teacher

Implementing the policy and its related procedures and strategies

Ensuring that all staff know their responsibilities and are given appropriate training and support

Taking action in cases of racial discrimination

All staff Confident to deal with discriminatory incidents; knowing how to identify and challenge any

form of bias and stereotyping Promoting racial equality and good race relations and not

discriminating on racial grounds. Keeping up-to-date with race relations legislation by information opportunities

- Visitors and contractors

Being aware of, and complying with, the policy

### **Breaches**

Breaches of the policy will be dealt with in accordance with the schools disciplinary procedures which apply when any school policy is breached. If the Race Equality Policy were to be breached, the head teacher would discuss this with those concerned and stress the seriousness of any breach of policy. In addition, the school has clear procedures to deal with racist incidents, racial discrimination and racial harassment and we ensure that these are applied promptly, firmly and consistently. Staff deal with racist incidents, racism, racial harassment, prejudice and stereotyping in line with the school's Code of Behaviour. In addition there is a sensitive system of support available to victims of racial discrimination or harassment & racist incidents