



Acklam Whin Primary School

Single Equality Policy

The Single Equality, Diversity and Cohesion Policy

Acklam Whin Primary

Acklam Whin Primary School has developed this Single Equality, Diversity and Cohesion Policy to help meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all schools' Governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The EIA (2006) requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1st September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity.

Our Single Equality, Diversity and Cohesion Policy sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting our duties;

- to ensure there is no discrimination as a result of religion and belief or sexual orientation
- to promote community cohesion on school governing bodies.

Introduction

In the implementation of this policy we have moved from a focus on an individual response, to an approach that builds on: race, disability and gender considerations at every stage within the school. It is also central within every level of the school including: strategy, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the Governors' role, School Development and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

Principles and Ethos

Acklam Whin Primary School is committed to making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school.

- All learners and staff are of equal value and benefit equally from their experience of school
- Difference is recognised and valued so that, where appropriate individuals can be treated differently to achieve equality
- We encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- Policies and procedures relating to employees (and potential employees) promote equality positively
- We create opportunities to remove barriers to equality
- Policy development involves consultation and participation
- Our ethos and practice embrace the local, national and international communities in which we operate

The Single Equality, Diversity and Cohesion policy ensures that the school complies with equalities legislation and satisfies the OfSTED criteria for making judgements relating to equalities, diversity and inclusive practice (Appendix 1).

School Context

The school serves a catchment of mostly residential owner occupier housing on the edge of Middlesbrough. The school is largely of white/British ethnicity, 12% of our pupils are from other ethnic groups, predominantly Pakistani Asians or Mixed Race. Stable numbers from year to year indicate that we are not in a falling roll situation and the school is popular within the community.

Social and economic background of our pupils varies although and we have a cross-section of children: from those who come from homes where both parents are full-time employed, to those who come from less advantageous backgrounds. A significant proportion of our catchment families are self-employed trades people or work in small businesses. As a result the number of FSM eligibility is currently 9%. The Index of Multiple Deprivation Score shows the Average IMD for the ward as 0.09 but the Average IMD for our actual school population is 0.12. The difference reflects the fact that a number of our children come from more deprived wards in Middlesbrough.

Many parents do work and we have a Breakfast and After School Provider, who operate on site drawing children from the school itself and St Clare's RC Primary School, located locally.

Legal Framework:

This on race, disability and gender have been developed to help us meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

In addition, the Single Equality, Diversity and Cohesion Policy sets out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the EIA (2006.)

The Single Equality, Diversity and Cohesion Policy is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which support their contribution towards the promotion of community cohesion.

Our Priorities:

The duties to promote race, disability and gender equality alongside community cohesion supports the school's priorities as follows:

- Securing high achievement and progress for all children through the actions outlined in our School Development Plan
- Maximising attendance: particularly for those children who fall below expected range and those who are in danger of becoming persistent absentees.
- Supporting families through the range and number of after school and extra-curricular opportunities for all children.

We also intend to build on our successes so far:

- Continue to build on our inclusive practices
- Maintaining our high expectations for achievement for all children including those identified as vulnerable groups of pupils

Community Cohesion:

The EIA (2006) requires the Governing Bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools' contribution to community cohesion which has been inspected by OfSTED since September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, 'community' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body and the wider community which uses our facilities and services
- The community within which we are located and beyond into Middlesbrough
- The UK and global community

Our focus on community cohesion work is about promoting cohesion across different cultures and religious and non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contribution to community cohesion can be made in three areas:

- **Teaching and learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values
- **Equity and excellence:** ensuring equality and high standards for all and tackling underperformances by a particular group
- **Engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

General and Specific Duties

This Single Equality, Diversity and Cohesion Policy on race, disability and gender for our school sets out the measures that will be carried out to meet our duties. We seek to meet our duties to promote equality on a daily basis in all areas of our school activity.

A Cohesive Community

In order to achieve a cohesive community, we will:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

Pupil Attainment and Progress

- In school we aim to attain the highest possible standards.
- Staff should have high expectations of all pupils and continually challenge them to reach higher standards.
- All forms of achievement should be recognised.
- Pupil performance is monitored and analysed by ethnicity, gender, disability and special educational need and takes account of socio-economic circumstances.

- Issues arising from this analysis are addressed through targeted curriculum planning, teaching and support.

The Quality of Provision – Teaching and Learning

- Within school there is an inclusive environment
- Pupils should feel their contributions are valued.
- Positive steps are taken to include pupils who may otherwise be marginalised.
- Pupils' experiences and starting points are recognised
- Pupils' varying learning styles are accommodated.
- Pupils are consulted about their learning.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.
- Allocations to teaching groups is kept under regular review and analysed by ethnicity, gender and SEN.
- Teaching styles include collaborative learning.
- All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Staff encourage pupils to become independence and assist them in taking responsibility for the management of their own learning and behaviour.
- Self-assessment is a teaching-learning strategy and provides all pupils with opportunities to take responsibility for their own learning, through regular reflection and feedback on their progress.

The Quality of Provision – Curriculum and other activities

- The curriculum is broad and balanced for pupils of all backgrounds.
- The curriculum is monitored and evaluated for its effectiveness through target setting and attainment analysis.
- All pupils participate in the mainstream curriculum of the school.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are in public care
 - pupils who are at risk of disaffection and exclusion
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The Quality of Provision – Guidance and Support

- Good personal and community relations are promoted, and diversity is recognised as having a positive role to play within the school.
- Staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
- Staff are encouraged to challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

- Pastoral support mechanisms take account of religious, cultural and ethnic differences, special educational needs, and disability.

Behaviour and Attendance

- High standards of behaviour are expected from all pupils.
- Procedures for managing behaviour are fair and applied equally to all.
- Staff are expected to operate consistent systems of rewards and discipline.
- Clear procedures are in place so that all forms of bullying and harassment, including
 - racism and harassment related to disability,
 - sexism and homophobia,
 are dealt with promptly, firmly and consistently and are in line with relevant LA and school policies.
 All incidents are recorded, monitored and dealt with in line with relevant school policies.
- Adults in school take care to lead through example, demonstrating high expectations of all pupils.
- All reasonable steps will be taken to prevent the exclusion of a pupil for a reason related to any disability they may have.
- Pupils, staff and parents know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Leadership in Relation to the Single Equality, Diversity and Cohesion Policy

All staff and Governors at the school are responsible for the implementation of the Single Equality, Diversity and Cohesion Policy.

Governors are responsible for:

- ensuring the school complies with the relevant equality legislation
- ensuring that the Single Equality, Diversity and Cohesion Policy and its procedures are followed.

The Headteacher is responsible for:

- ensuring the school Single Equality, Diversity and Cohesion Policy and its procedures are followed
- ensuring the Single Equality, Diversity and Cohesion Policy is readily available and that Governors, staff, pupils and their parents and guardians know about it
- producing regular information for staff and governors about the Single Equality, Diversity and Cohesion Policy and how they are working
- ensuring that all staff know their responsibilities and receive training and support when carrying these out
- taking action in cases of harassment and discrimination, including racist bullying
- taken action in cases of homophobic bullying and bullying related to gender or disability

All staff are responsible for:

- dealing with all discriminatory incidents and remarks
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities

Involvement

In developing our Single Equality, Diversity and Cohesion Policy we have consulted with all relevant stakeholders.

Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently. The policy is reviewed annually by the Governing Body drawing upon any incidents or issues arising since the previous review and amendments to practice and policy are duly made.

Training

We provide periodic equality training through:

- INSET
- Specific Equality Training organized by the LA and attended by SLT
- Learning Mentor attending courses
- Governor training

Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

- The extent to which equality between pupils is promoted
- The extent to which equality between staff is promoted
- The extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include;

- The profile of our workforce
- Attainment levels
- RAISEonline
- Bullying/Incident reports
- The composition of our Governing Body

Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices.

Visitors to the school:

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality. We will always challenge any discriminatory behaviour.

Publishing the Policy:

Our Policy is published on our website and is signposted in the school brochure.

Reporting:

Actions or issues in connection with the Single Equality, Diversity and Cohesion Policy are reported through the Head Teacher's reports to the Governing Body which is subsequently available to all stakeholders.

Eliminating Harassment and Bullying

The school will not tolerate any form of harassment and bullying of either pupils or our staff.

Bullying and its unacceptability feature frequently in assemblies, Circle Times and the PSHE and Citizenship Curriculum.

**See Anti-bullying Policy
Harassment and Bullying for Staff Policy**

Appendix 1 - Specific Duties

The Race Duty and Community Cohesion

Race

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 the school recognizes its responsibility to promote racial equality and to:

1. Tackle unlawful discrimination by
 - Keeping accurate records of all ethnic and faith groups
 - Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
 - Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by
 - Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
 - Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
 - Using our support for the voluntary and community sector to promote good race relations;
 - Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to
 - Promote the active participation of minority communities in shaping the future of our school;
 - Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
 - Expand access across all communities and in all areas of school activity.

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

We will evidence our effectiveness through:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.

- That children trust the school to act fairly.
- We have strong and positive relationships.

Disability Equality Duties

The School's commitment to disabled learners, their families and staff's equality has four objectives:

We will **promote equality for disabled people** by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners
- Ensuring equality principles in our role in procurement and in our partnership duties.

We will **tackle discrimination against disabled people** by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will **support disabled learners** to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

We will work in **partnership with disabled learners and their carers** and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

Our Policy shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (2005).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs
- Monitor staff and learners by disability.
- Have a Disability Equality Policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.

- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We have developed a Religious Education Values and Inclusion Statement with the involvement of Governors, Parents and Staff.

Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Anti-Bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy and in our Harassment and Bullying Against Staff Policy.

Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.