



Blackshaw Lane
Primary & Nursery School

Single Equality Policy

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1. OVERVIEW

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all. All our work is defined in our Mission Statement and in our motto of "Belong, Learn, Shine".

2. MISSION STATEMENT

Our school is a place where the community, governors, staff, parents and pupils work together to ensure all children receive a rich, inspiring, dynamic education. At Blackshaw Lane we create a happy, secure and safe environment that encourages children to be effective learners. We ensure that every child has opportunities to learn what it takes to be an all-round good citizen and achieve the life skills to succeed in modern Britain and beyond.

3. OBJECTIVES

- 3.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- 3.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- 3.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 3.4 To recognize and celebrate diversity within our community whilst promoting community cohesion.

3.5 To ensure that this policy is applied to all we do.

3.6 To ensure that pupils and parents are fully involved in the provision made by the school.

3.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

4. EQUALITY AND THE LAW

The action plan at the end of this Equality Plan outlines the actions Blackshaw Lane School will take to meet the general duties detailed below.

4a. Race Equality

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising achievements of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every four years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. GOOD PRACTISE

5.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

5.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

5.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

5.4 We consider it prudent and sensible to maintain the practice of logging hate incidents and reporting them to the local authority as appropriate. In this way, we monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying, race and transgender issues. At Blackshaw, we consider the repeated use of derogatory language related to race, gender, gender identity, religion and sexuality to be bullying and unacceptable. Isolated incidents still constitute unacceptable behaviour and will be treated seriously. We also monitor and log bullying incidents, particularly in relation to identified pupil groups.

6) ROLES AND RESPONSIBILITIES

a) The role of the Governing Body:

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, gender identity, religion or disability. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

b) The role of the headteacher:

It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. This includes instances of derogatory language.

c) The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender, gender identity and disability, and challenges stereotypical images. Reference will be made to the "Which star will you outshine" and regular mention will be made of the "celebrities" who represent the diverse nature of our society, both locally and globally.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. TACKLING DISCRIMINATION

7.1 Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

7.2 All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

7.3 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / team leader / deputy head / headteacher where necessary. All serious incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

7.4 The headteacher will compile a termly report to the governing body, which will include an analysis of instances of discriminatory behaviour.

What is a discriminatory incident?

7.5 Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

7.6 A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as "any incident which is perceived to be racist by the victim or any other person".

Types of discriminatory incident

7.7 Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Staff will be watchful for children who may become marginalised for any reason.

Responding to and Reporting Incidents

7.8 It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A procedure for responding and reporting is outlined in Appendix A.

8. STRATEGIES

8.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. The leadership team will annually monitor behaviour logs in terms of equality issues.

8.2 Parents and governors will be involved and consulted about the provision being offered by the school.

8.3 Teachers will ensure that the teaching and learning takes account of this policy.

8.4 The diversity within our school and the wider community will be viewed positively by all.

8.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

8.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

8.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

8.8 The positive achievements of all pupils will be celebrated and recognised.

9. OUTCOMES

9.1 This policy will play an important part in the educational development of individual pupils.

9.2 It will ensure that all pupils are treated equally and as favourably as others.

9.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

9.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

10. EQUALITY OBJECTIVE

10.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

10.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

10.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2016-17:

(example) Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and to celebrate diversity.

(example) Address issues in school in relation to gender and gender identity, ensuring a greater and more informed focus from the whole staff community.

(example) Complete equality impact assessments on key policies in line with the principles in this document.

(example) Provide INSET to all school staff on related equality issues.

11. POLICY REVIEW

11.1 This policy will be reviewed every four years.

11.2 Equality objectives will be reviewed annually by the Leadership Team.

Appendix A – Flow Chart to Manage Incidents

