

Castlefields Primary School



Single Equality Policy

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Single Equality Policy

This Single Equality Policy brings together all previous policies and action plans relating to equality and integrates our statutory duties in relation to Race, Disability and Gender and promoting Community Cohesion. This Policy should be read in conjunction with our SEN Policy.

This Single Equality Policy also addresses the legislation related to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation) covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. It states our priorities and actions to eliminate discrimination and harassment for these equality areas.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

At Castlefields the overall aims of our Equality Scheme are:

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

Vision and Mission Statement

At Castlefields we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith and religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which the entire school community feel valued and respected as equal members and are able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The achievement and attainment of pupils will be monitored by race, gender, disability and eligibility for free school meals and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

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.

Our vision

- For every pupil to enjoy and achieve in a safe environment
- For every pupil to feel valued for who they are; so they can grow into confident, well rounded young people able to adapt to the challenges and opportunities that lie ahead of them
- For all members of our school community to have no barriers to opportunity, success, enjoyment; and to achieve their full potential
- For all members of our school community to feel valued and their diversity recognised and celebrated
- For the wider community to benefit from the work of the school, building on the values of community cohesion

Statutory Duties

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010). Castlefields Primary School is committed to meeting its public sector duties. This applies to service delivery and employment as well as policy development and implementation.

A) Race General Duty (Race Relations Amendment Act 2000)

We have a statutory duty to promote race equality with due regard to the need to:

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

B) Disability General Duty (Disability Discrimination Act 2005)

We have a statutory duty to carry out our functions with due regard to the need to:

- 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

By disability we refer to the definition of disability as defined by the Disability Discrimination Act 2005 (DDA)

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

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'; and 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Under our specific duty we will:

- Refer to our SEN Policy
- Review and revise this policy annually
- Publish and review our Accessibility plan which set out actions required to fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities
- Review and revise this plan annually

C) Gender General Duty (Sex discrimination Act as amended by the Equality Act 2006)

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

D) Community Cohesion Duty (Education and Inspections Act 2006)

We have a statutory duty to promote community cohesion, with due regard to the need to promote good relations between pupils from different races, faiths, beliefs and socio-economic backgrounds

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and valuation is the Headteacher. She will work closely with the governor responsible for this area who is Mrs Judith Snead. Both will be responsible for supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups; e.g. SEN, Children in Care, Minority Ethnic (including Traveller and EAL pupils) and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of Bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

Curriculum planning reflects a commitment to equality:

- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning

Promoting Equality: The ethos and culture of the school

- At Castlefields School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities; this not only includes physical access but takes account wider access to school information and activities
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council and regular opportunities to engage with pupils about their learning and the life of the school

Promoting Equality: Staff Recruitment and Professional Development

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Access to opportunities for professional development is monitored on equality grounds
- All staff are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school's Anti-Bullying policy identifies specific strategies and measures used to address this issue

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Castlefields aims to work in partnership with parents/carers in that we will:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g., through our open-door policy, regular newsletters, parents' evenings and the development of our website
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome

Roles and Responsibilities

The roles and responsibilities within our school community are as follows:

The Governing Body has responsibility for ensuring that:

- The school complies with all equality legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Deputy Headteacher have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

Our staff (teaching and non-teaching) will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Our pupils will:

- Treat each other fairly, equally and with respect.
- Challenge any incidents of prejudice, racism or homophobia.
- Be expected to act in accordance with the Policy

Our parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements.
- Be expected to act in accordance with the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy

Relevant voluntary or community groups and partner agencies will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher
- Support the work of staff in intervening in a positive way against any discriminatory incidents

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Headteacher.