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# SINGLE EQUALITY POLICY

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Sept 2019

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Signed

Signed

Headteacher

Chair of Governors

Date:

Date:

Review date: Sept 2020

# 1 Document Information

<b>Title:</b>	<b>Single Equalities Policy</b> (replaces previous race, disability, gender equality policies)
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<b>Version</b>	<b>Date</b>	<b>Description</b>
1	March 2012	Draft for approval
2	June 2013	Review following legal updates and review of equality objectives
3	February 2014	Equality Objectives Review
4	February 2017	Equality Objectives Review
5	March 2018	Equality Objectives Review
6	Sept 2019	Equality Objectives Review

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### 3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers, which could lead to unequal outcomes for identified groups and individuals of pupils, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access to education whilst at the same time celebrating and valuing the diversity of our community.

We believe that equality should filter through all aspects of school life and is the responsibility of every member of Binstead Primary School and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth.

Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race including caste, religion/belief, sex, and sexual orientation as recognised protected characteristics under the Equality Act 2010.

#### **Legal duties:**

We welcome our Public Sector Equality Duties (PSED) duties under Section 147 of the Equality Act 2010 to:

- **Eliminate** discrimination, harassment and victimisation
- **Promote** equality of opportunity to all
- **Foster** good relations between the whole school community

In fulfilling our legal duties, we will ensure irrespective of a persons protected characteristic that we will:

- Ensure that all learners and potential learners are treated with equal value
- Provide access to education or employment at our school are pupils and staff are treated with dignity and respect
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Be an inclusive and equal opportunities employer with regard to recruitment, retention and CPD opportunities
- Ensure that we welcoming and supportive of the local community

This policy has been drawn up as a result of discussion between different stakeholders.

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### 3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy, is the headteacher, the governing body with the support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the nominated governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Teaching and learning
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - All forms of bullying including incidents of prejudice related bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

### 3.2 Equality Act 2010 update:

**School Uniform Policy:** There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

**The law:** Under the provisions of the Equality Act 2010, schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

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## What does this mean for Binstead Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Our Uniform Policy will take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Binstead Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

**Reasonable Adjustment:** As a school, we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

**Race:** As a result of Government, review of the Equality Act 2010 and further consultation caste is included within this protected characteristic. At Binstead Primary School we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations within the school and wider community. When we develop or review policies, procedures we will take this into account to ensure that we meet our legal duties under the Act.

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## **4 Policy commitments**

### **4.1 Promoting equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. 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, including the promotion of British Values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

### **4.2 Promoting equality: Achievement**

There is a consistently high expectation of all pupils.

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;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

### **4.3 Promoting equality: Ethos and culture**

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;

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- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
  - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
  - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

#### **4.4 Promoting equality: Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

#### **4.5 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 has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

#### **4.6 Promoting equality: Partnerships with parents/carers and the wider community**

Each school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

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## **5 Responsibility for the policy**

In our schools, all members of the school community have a responsibility for the promotion of equalities.

### **5.1 The Governing Body has a responsibility for ensuring that:**

- The school complies with all equalities legislation relevant to the school community;
- The equalities policy is maintained and updated regularly; and that equality objectives are easily identifiable and achievable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents which are a breach of this policy and ensure that appropriate action is taken

### **5.2 The headteacher and senior leadership has a responsibility for:**

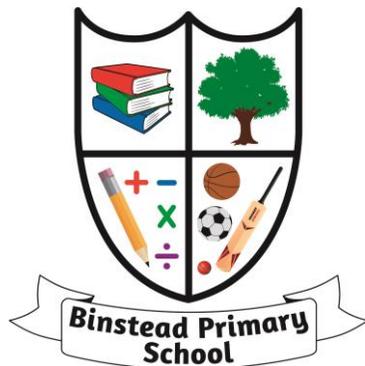
- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

### **5.3 All school staff have responsibility for:**

- The implementation of the school's equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

### **5.4 Measuring the impact of the policy**

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and/or changes to draft policies/procedures/action plans etc.



Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	<b>Whole school training to include governors</b>	Highly trained and motivated staff and governors Staff, GB aware of: Public Sector Equality Duty (PSED) Section 147 – Equality Act 2010 PREVENT Duty – Counter Terrorism and Security Act 2015 Monitoring of the number or reported diversity incidents	CPD Equality and Diversity Refresher training Prevent Training  Ongoing – termly report to LA	HT / RB	<ul style="list-style-type: none"> <li>– E&amp;D Refresher Training – staff and governors</li> <li>– E&amp;D session with pupils – Show Racism the Red Card &amp; Celebrating Difference YR4</li> <li>– FGM/Trafficked/Children Missing in Education - ongoing</li> <li>– PREVENT/British Values (WRAP training attended by HT/GB) – ongoing promotion</li> <li>– SLT and Managers have completed online training 2018</li> </ul>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
2	<b>Leadership and Management</b>	<p>Successful pupil progress</p> <p>Barriers to learning document, including strategies to improve outcomes for pupils successfully implemented across the school - SENCO</p>	<p>Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps</p> <p>Leaders and governors will have an accurate and comprehensive understanding of the quality of education in all classes across the school so that they can plan and refine actions to improve all aspects of the school's work</p>	HT/ SLT/ all staff/ GB	<ul style="list-style-type: none"> <li>- Multi-Vulnerable children progress tracking being developed to be implemented by July 18 - ongoing</li> <li>- Replicate SEN tracking proforma for pupils who are in receipt of additional funding and who are falling behind so that there is more detailed evidence of progress made.</li> <li>- Review data each half term.</li> <li>- Track pupils entitled to funding who are falling behind into lessons- what provision are teachers providing to help them catch up</li> <li>- Pupil progress meetings each half term will focus on provision for pupils falling behind and those entitled to the pupil premium and its impact on pupil progress. Where progress slows provision will be changed swiftly. Continue to diminish the difference between disadvantaged pupils/SEND and other pupils</li> <li>- The Pupil Premium Report /Impact of actions tracking will include close scrutiny of funding and impact for each year group and pupil group.</li> </ul>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	<b>Teaching and Learning</b>	Equality of opportunity and recognition of diversity are promoted through teaching and learning. Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils.	Proportion of observations that include the positive promotion of E&D E&D is seen as good or best practice Promotion of British Values within the curriculum and collective worship opportunities	All staff	<ul style="list-style-type: none"> <li>- Observations show good use of progress of provision to enable all children to access the curriculum.</li> <li>- Review of the impact of the PSHE scheme in relation to British Values.</li> <li>- The promotion of British values is controlled within planning documentation.</li> <li>- Survey with children to understand their understanding of British Values</li> <li>- Collective Worship assemblies and displays around the school promote British Values</li> <li>- Assembly Planning document</li> <li>- Assessment timetable</li> <li>- British Values embedded into the scheme of work for PSHE</li> <li>- Appropriate provision is in place, track the progress of all pupils, especially boys, carefully across the school and intervene swiftly if progress slows.</li> <li>- New parent format to feedback to parents on interventions and to suggest ways to help the child at home.</li> <li>- Inclusion leader to closely monitor additional interventions and data to ensure funding is having a strong impact on pupil progress.</li> <li>- Teachers will align work in class to PP and SEN pupils' MAPs and SEN targets to match their learning needs</li> <li>- Teaching and learning focus on challenge on higher ability pupils</li> </ul>

4	<b>Personal Development, Behaviour and Welfare of Pupils (PDBW)</b>	<p>Good attendance for all pupils – in line with national figures</p> <p>Improved attendance for low attenders</p> <p>Good pupil behaviour, including regular review of behaviour policy and procedures</p> <p>Good safeguarding policy and procedures in place.</p> <p>Good E-Safety policy and procedures in place.</p> <p>PREVENT awareness and procedures embedded across the school.</p>	<p>Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT Self-Assessment</p> <p>Further promote the school's response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process Awareness/training sessions for staff, governors and students within the current academic year</p> <p>Ongoing support to School Council</p> <p>SENCO activity to ensure all pupil referrals and actions are communicated, actioned, reviewed and follow-up</p> <p>SEND, LAC, pupils with a disability and/or with medical/mental health needs are met and communicated</p>	All staff / GB	<ul style="list-style-type: none"> <li>– Policies reviewed on an annual basis</li> <li>– Maintain pupil attendance above national figures for last 3 years</li> <li>– WRAP Training undertaken by key staff and all staff sessions have taken place along with input from E&amp;D Consultant on E&amp;D, PREVENT, British Values, FGM CSE, Children Missing in Education</li> <li>– The school Council have met on at least a fortnightly basis and have focussed on: <ul style="list-style-type: none"> <li>– Charity fundraising</li> <li>– Learning objectives (school learning environment)</li> <li>– Stakeholder views on changes around the school</li> <li>– Changes to the school's reward system</li> <li>– Re – designing the school logo</li> </ul> </li> <li>– SENCO – referrals, reviews and follow up have taken place in 17/18 academic year at the time of this policy review</li> <li>– e-safety day – curriculum input information made available to parents e.g. Snapchat</li> <li>– Health Care Plan for each child with medical needs.</li> <li>– Training for children with dyspraxia all staff 2018 – Move and Groove</li> <li>– ASD support through a variety of sensory aids – ASD – to meet individual needs</li> </ul>
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Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<b>Outcomes for pupils</b>	<p>Pupil achievement and progress is in line with age expectations.</p> <p>Pupils are secure in their breadth and depth of knowledge, understanding and skills.</p> <p>Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points</p> <p>Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p>	All staff / GB	<ul style="list-style-type: none"> <li>- Ongoing monitoring of multi-vulnerable children monitoring.</li> <li>- Work focus to ensure progress and achievement, including those more able children and those in between and low level</li> <li>- Monitored regularly by SLT</li> <li>- Monitored by SLT and GB through planning and work scrutiny</li> <li>- Develop SEND Strategy – April 2018</li> <li>- SENCO and SEND link GB reporting to FGB and HT</li> <li>- SENCO, to trail SEN pupils into class to monitor provision linked to IEPs and MAPs.</li> <li>- HT/SLT/LLP and other external support through observation and informal drop ins</li> <li>- HT/SLT/LLP and other external support through observation and informal drop ins</li> <li>- HT/SLT/LLP and other external support through observation and informal drop ins</li> <li>- Monitored by headteacher through lesson observation and other triangulating evidence.</li> </ul>



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## 7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying Policy
- Attendance Policy
- Admissions Policy
- School Development Plan
- Behaviour policy
- School Action plan
- PSHE Policy
- Collective Worship Timetable
- British Values Policy & Statement
- Safeguarding/Child Protection Policy

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## 6 Appendix

### 6.1 Glossary of Terms

• <b>Equality Act 2010</b>	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• <b>SEAL</b>	Social and Emotional Aspects of Learning
• <b>SEN</b>	Special Educational Needs
• <b>KS</b>	Key Stage
• <b>EIA</b>	Equality Impact Assessment
• <b>SIP</b>	School Improvement Plan
• <b>SEF</b>	School Evaluation Framework
• <b>Protected Characteristic</b>	As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• <b>BME</b>	Black Minority Ethnic (referred to communities)
• <b>SRE</b>	Sex, Relationships Education
• <b>EQUALS</b>	IoW black, minority, ethnic support group.