

**BUSHFIELD ROAD
INFANT SCHOOL**

**POLICY FOR
ENSURING
SINGLE
EQUALITY**

BUSHFIELD ROAD INFANT SCHOOL **SINGLE EQUALITY POLICY.**

Bushfield Road Infant School is committed to promoting equality in all our policies and procedures and more importantly through the school's ethos and practices. Equality is defined as fairness and equality of opportunity for all and it involves celebrating differences within our school and the wider community.

The two statements below encompass the school ethos for all those who are part of the community, and this Single Equality policy acknowledges the school's belief in providing a quality learning experience which is fully inclusive and a creative curriculum which is accessible to all.

Bushfield Road Infant School Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where **all** children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages **all** children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

Bushfield Road Infant School Communication and Interaction Statement

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional well being. For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to The Communication, Interaction and Literacy policy for further information.)

The school's **Single Equality Policy** includes our whole school - pupils, staff, governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together to achieve our aim of being fully inclusive.

Equality

At Bushfield Infants we will treat everyone fairly, meeting all needs as appropriate and in doing so respecting and celebrating difference.

People should not be treated the same as the definition of single equality means that people are different and have different needs.

Reference to The Equality Act shows there are nine 'Protected characteristics' which are as follows:

Age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, belief, (and having no belief), sex (gender) and sexual orientation.

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).

1a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

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 the achievement of minority ethnic groups. (Single Equality Policy)

1b. Disability

This section should be read in conjunction with the school's Special Educational Needs/Disability 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'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/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 three years. (Single Equality Policy)

1c. 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, Non-binary 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. (Single Equality Policy).

1d. 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.

Commitment to Single Equality.

At Bushfield Road Infant School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We strive to make the best possible provision for all pupils, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

Equality into policy and practice

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach their full potential. We aim to take account of the achievement of all pupils when planning for future learning.

We will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

Curriculum

We provide a broad and balanced creative curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Bushfield Road Infant School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, maternity, pregnancy, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Curriculum

We provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

Admissions and exclusions

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Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, maternity, pregnancy, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;

- Senior Leadership Team support to ensure equality of opportunity for all.

Consultation

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Policy. Examples include:

Discussions at school council meetings

Contact with parent/carers

Discussions at staff meetings

Discussions at governing bodies

Discussions within cluster groups

Involvement within local community activity

Meetings with the LA

As a school we make a commitment to always respond to the individual circumstances, needs and beliefs of its families and their children.

Roles and Responsibilities

The role of governors

The governing body is fully committed to equal opportunities 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 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.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Head Teacher

It is the Head Teacher's role to implement the school's Single Equality Policy with the support of the governing Body.

It is the Head Teacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head Teacher 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 Head Teacher considers all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

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 and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

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

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.

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 or the Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the governing body and local authority on a termly basis. The school uses an electronic system to record/ monitor any incidents.

Bushfield Road Infant School believes that all pupils should be safe and feel valued, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity is unacceptable.

Types of discriminatory incident

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.

Responding to and reporting incidents

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.

(Please refer to anti-bullying, behaviour, whistle blowing and complaints policies.)

Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the Policy

Our Single Equality Policy will be made accessible to all persons within our local and school community in the following ways:

Staff and pupil induction

In staff/ Governors Policy files

On the school website

We are committed to:

- Having an 'Open Door' Policy which encourages any person to discuss equality and diversity matters with a member of staff or the Head teacher.
- Having annual school open days/evenings/assemblies for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

Approved by Governors: Autumn 2018
Review: Annually. Summer 2019

Agreed by staff: Summer 2018