



SINGLE EQUALITY POLICY

Part 1: The Single Equality Policy

Introduction

This policy sets out Grovelands Primary School's approach to promoting equality as defined within the Equality Act (2010). It covers race, disability, gender, age, religion / belief, sexual orientation, along with pupils who are pregnant or are undergoing or who have undergone gender reassignment. We also have a specific duty to publish a Single Equality Scheme which outlines the specific actions we have or will undertake to ensure we meet this general duty.

Schools have a "general duty" to promote equality of opportunity and positive attitudes, and to eliminate discrimination, harassment and victimisation of all of all these protected characteristics. Our Single Equality Policy outlines how our aims and values support this general duty and links to other school policies such as: Behaviour, Anti-bullying, Inclusion and PSHE, Fairness and Dignity at Work, Recruitment and Retention for staff and the principles of equality apply to all other school policies.

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School Context

Grovelands Primary School is transitioning from a 3 form entry infant school to a 2 form primary school. We incorporate a nursery with 51 part time places. Our maximum number of pupils on roll is currently 357. We also have a Children's Centre on our site.

The building's facilities meet all current and anticipated requirements for the accommodation of children and adults with disabilities.

The percentage of pupils with SEN is approximately 11%. Within the group of Special Needs children there are pupils identified with specific disabilities. These disabilities include: Autistic Spectrum Disorder, ADHD, learning difficulties, language and communication difficulty, physical disability and visual impairment.

Our pupils are 75% white British, with a mixture of other backgrounds. Around 19.3% of our pupils speak English as an additional language.

Our School's Aims and Values

The school vision is 'To be an outstanding first choice primary school where children achieve the very best they can in a happy, safe and inclusive environment'. Our motto is 'Enjoy, Achieve, Aspire!' which fully support the aims of this policy and scheme. Our school aims are:

For Grovelands to be a happy, successful school community and develop confident, independent learners.

- For all children to be high achievers.
- To offer a supportive, exciting, challenging and creative learning environment.
- To give every child a love of learning that can be taken into the next phase of their education and beyond.
- To provide a safe, secure and nurturing environment and allow children to develop as individuals.

Our School

- believes that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit the School;
- strives to promote equality among pupils and staff regardless of race, religion, gender or disability, the principles of this policy apply to all members of the extended school community;
- ensures that all pupils are treated with respect;
- actively challenges stereotyping, prejudice and any and all forms of racism;
- has high ambitions for all individual pupils, and expects and encourages them to participate in all aspects of school life;
- aims to identify, and to then remove, barriers to pupils with disabilities in every area of school life;
- declares a commitment to equal opportunities as articulated by the National Curriculum Inclusion Statement.

In this respect the School:

- sets appropriate learning challenges;
- responds to pupils' diverse needs;
- strives to overcome potential barriers to learning that may be encountered by disabled pupils and others.

Throughout, our assessment procedures will allow us to check that our efforts to raise standards and ensure inclusive teaching are sufficient and effective for all individual and groups of pupils.

Roles and Responsibilities

School governors are responsible for

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The headteacher is responsible for

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy
 - developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for

- Keeping equality and diversity issues on the Parent/Teachers Association agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy
 - ensuring the above is explicit within our Home School Agreement

Visitors and contractors are responsible for

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with the Deputy Head and Inclusion Governor.

These responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring specific outcomes, including the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

The Inclusion Leader is the senior member of School staff responsible for monitoring all pupils with disabilities.

Monitoring, Reviewing and Assessing Impact

The school's Equality Policy is supported by a Single Equality Scheme. This includes targets determined by the governing body for promoting equality. The achievement of these will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage any individual or particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The Headteacher, in consultation with the Deputy and Inclusion Governor, will provide monitoring reports for review by the Governing Body. These refer to the school population, key initiatives and progress against targets and future plans.

Complaints

- We aim to listen fairly and without prejudice to any complaints about a child or a parent's treatment.
- We seek to resolve concerns through discussion and agreement of action.
- If a situation cannot be resolved to everyone's satisfaction, the SCC Complaints Guidance should be offered to parents and its systems employed.
- If any member of staff feels that the principles in this policy are being failed in any respect, it is their duty to report this to the headteacher.

Definitions

The Act defines four kinds of unlawful behaviour : direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a prefect because she is a lesbian.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Disability:

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

This Policy was Reviewed and Updated: February 2017

Date of Next Review: February 2018

Signed by Chair of the Governing Body: _____