

Rivington Primary School

Single Equality Policy



Date adopted by School Governors:

Review Date:

INTRODUCTION

Rivington Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our school aims and ethos, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

The following table identifies the equality legislation that affects the school. For full definitions of the legislation, please see appendix 1.

Equality Area	Legislation
Gender	* Equal Pay Act 1970 * Sex Discrimination Act 1975 * Equality Act 2006
Gender reassignment	* Sex Discrimination (Gender Reassignment) regulations 1999
Race	* Race Relations Act 1976 * Race Relations (Amendment) Act 2000
Disability	* Disability Discrimination Act 1995 * Special Educational Needs and Disability Act 2001 * Disability Discrimination Act 2005
Sexual orientation	* Employment Equality (Sexual Orientation) Regulations 2003 * The Equality Act (Sexual Orientation) Regulations 2007
Religion or belief	* Employment Equality (Religion or Belief) Regulations 2003 * Equality Act 2006
Age	* Employment Equality (Age) Regulations 2006
Cohesion	* Education Act 2002 (section 78) * Education and Inspectors Act 2006 (section 21(5))

Under equality legislation the school has the following specific equality duties:

- * **Produce a written race equality policy** identifying action to be taken to tackle racial discrimination and promote equality of opportunity and good race relations across school activity.
- * **Publish a disability equality scheme** showing how the school is meeting its general duty to promote disability equality across all its areas of responsibility.
- * **Publish a gender equality scheme** showing how the school intends to fulfil its general and specific duties, such as setting out gender equality objectives.
- * **Consult stakeholders, (pupils, parents/carers/guardians and staff)** on their perceptions of equality within the school and build the results of consultation into the equality policy and schemes outlined above.
- * **Assess and monitor** the impact of equality policies on pupils, staff, and parents/carers/guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, gender and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group. Publish the results of this monitoring annually.
- * **Record racist and other hate incidents** and report them to school governors and the local authority on a regular basis.
- * **Audit and monitor** curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.

RESPONSIBILITIES

Governors are responsible for:

- * Ensuring the school complies with the relevant equality legislation.
- * Ensuring that the school functions (e.g. finance, curriculum, and health and safety) are assessed to improve staff and pupils' understanding of the values and principles of equality, diversity and cohesion.

The Head Teacher is responsible for:

- * Producing, implementing and maintaining the school's
 - Race equality policy
 - SEN accessibility plan
 - Gender equality scheme
 - Disability equality scheme
- * Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out

- * Ensuring the school has a anti discrimination policy for dealing with and reporting hate incidents Ensuring arrangements are in place for
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents. Equality assessment of the curriculum
- * Completing of the community cohesion audit and self assessment
- * Revising and reviewing the School's equality plans and schemes every three years and report on progress annually to Governors
- * Making sure the school equality scheme and its procedures are followed
- * Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them
- * Producing regular information for staff and governors about the plans and how they are working
- * Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability and religion

All staff are responsible for:

1. Dealing with racist, homophobic and other hate-incidents
2. Promoting equal opportunities and good race relations
3. Behaving in a non discriminatory way and respecting the human rights of individuals regardless of ethnicity, disability, sexual orientation, religion and gender
4. Ensuring they follow equality policies and procedures and take up equality training and learning opportunities provided by the school

Teaching Staff are responsible for

- * Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- * Being able to recognise and tackle bias and stereotyping in the school and wider community.
- * Challenging discriminatory language and behaviour and providing appropriate alternatives and role models
- * The Headteacher is responsible overall for dealing with reports of hate-incidents

Visitors and contractors are responsible for:

Behaving in a non discriminatory way and respecting the human rights of individuals regardless of ethnicity, disability, sexual orientation, religion and gender

DEFINITION OF DISCRIMINATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, *which occurs when a person is treated less favourably than another on grounds of a personal characteristic.*

Indirect Discrimination, *which occurs when a rule or condition which is applied equally to everyone:*

- * Can be met by considerably smaller proportion of people from a particular group
- * Is to the disadvantage of that group
- * Cannot be justified by the aims and importance of the rule condition

Institutional Discrimination, *which when an organisation's processes, attitudes and behaviour amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping, which disadvantages identifiable groups of individual people (based on the definition of Institutional Racism within the Lawrence Inquiry Report, 1999).*

Victimisation, which occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

Harassment, which occurs when unwanted conduct violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race.

DISCRIMINATION WITH REGARD TO PUPILS

We will not discriminate unlawfully against children seeking admission, nor with regard to how pupils are treated, on grounds of gender, race, disability, sexual orientation (of the pupil, or their parents or carers), religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, however, in some cases pupils are educated out of year or attend types of activities suitable for their needs. This also includes applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

The school will make reasonable adjustments as necessary to prevent disabled pupils from being substantially disadvantaged in comparison with people who are not disabled. Alternative provision for some activities may be necessary and this would be considered in consultation with the child and their parents where possible. (It may mean a disabled child is treated more favourably in some instances.)

EMPLOYMENT

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will ensure that it sends employment equality monitoring data to the Human Resources Section of the Children and Young People's Service, in a format specified by that agency or allows the Human Resources Section to collect this data directly by handling the applications forms.

The school will monitor the information as set out below disaggregated by disability, gender and different ethnic group.

- * The number of staff in post, and
- * The number of applicants for employment, training and promotion,

CONSULTATION

We will consult with pupils and staff, parents, carers, and guardians, including disabled people and members of different ethnic minority communities, to identify what their opinion is in terms of the schools equality and cohesion performance. The outcome of this consultation will be reported to the school governors and the stakeholders involved. Any identified improvements will be included in the School's Improvement Plan

MONITORING

We will monitor the following policies and data to ensure that we are meeting equality duties.

Pupil Admission (we have adopted the LA policy as they handle our admissions)

Pupil Exclusion

Pupil Attainment

Governor Profile

Complaints

Racist and other Hate Incidents

Parental and pupil questionnaires

We will use the equality monitoring categories for ethnicity, gender and disability used by St.Helens Council's Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (gender, ethnicity, disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan

EQUALITY IMPACT ASSESSMENT (EIA)

The school will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template will be based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- * The promotion of equality of opportunity
- * The elimination of unlawful discrimination
- * The elimination of harassment
- * The promotion of community cohesion and good race relations
- * The promotion of positive attitudes to disability
- * The participation by disabled people in public life
- * The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan.

EQUALITY AND COHESION CURRICULUM AUDIT CHECKLIST

The School has a curriculum audit tool. This will ensure that each member of teaching staff will use inclusive and positive images of a diverse community and examples that promote good community relations. They will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/ shouldn't or can/can not do.

REPORTING PROGRESS

School Governors will monitor the School's Single Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Single Equality Policy and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The first annual report on progress against the Single Equality Policy and Action Plan will be produced by the Head teacher and Equalities Governor.

The Single Equality Policy and Action Plan will be reviewed at least once in the next three years.

Signed: Chair of Governors

Date:

Signed: Headteacher

Date: