



Singleton Church of England Primary School



Single Equality Policy



Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

Note:

This policy has been compiled using all known legislation and statutory guidelines from the DfE and the Local Authority.

Any person using this document should always refer to and confirm the latest legislation, guidelines and information, as provided by the law, DfE and Local Government to all the points held herein.

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analyzed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to identity, race, disability and gender, which should include their cultural, backgrounds, linguistic needs and learning styles?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by identity, race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are discrimination incidents reported to the governing body and local authority on a timely basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around identity, race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of identity, race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Background

The requirements of the Equality Act have been introduced incrementally since October 2010. Since April 2012 schools have the specific duty to publish information and the specific duty to publish both information and objectives.

The primary purpose of the legislation was to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976 / 2000, the Race Relations Act 2000, the Disability Discrimination Act 1995 and builds upon on the 2006 Equality Act. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

All schools should review current policies in light of the Equality Act and the Public Sector Equality Duty. Schools' provision of the act prohibits schools from discriminating against, harassing or victimising: -

Prospective pupils

Pupils at school

In some limited circumstances, former pupils.

NOTE – Age and being married or in a civil partnership are NOT protected characteristics for the schools' provision. Schools have responsibilities as employers and ALL the protected characteristics need to be taken into account. It is **the governing body**, of Singleton Church of England Primary School that is liable for any breaches of the Equality Act.

This document provides policy and procedures that will ensure that school fulfils its obligations and is intended to replace the following policies: -

Race Equality Policy and Action Plan

Disability Equality Scheme and Action Plan (including Accessibility Plan)

Gender Equality Scheme and Action plan

Equal Opportunities Policy – including Sexual Orientation, Age, Religion or belief

A strategy for promoting community relations.

It is important that the policy protects the confidentiality of individuals and, whilst there is a statutory duty to share information about the policy, care must be taken when publishing data and statistics to ensure that information cannot be used to identify individuals.

Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Singleton CE Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Prospective pupils
- Pupils at school
- In some limited circumstances, former pupils
- Parents and Carers
- All staff
- Governors
- Multi agency staff
- Visitors
- Students on placement

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. Every member of the school community should feel safe, secure, valued and of equal worth.

At Singleton CE Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Below are two of Singleton School's aims, which describe their stance on discrimination.

- Within our school, a shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children. We encourage good behaviour by showing courtesy, good manners, consideration for the needs of others and respect for the ethos of the school.
- We enable each child to progress towards the realisation of his/her full potential, regardless of age, cultural background, disability, gender, race or religious beliefs. Our performance is continually monitored to raise standards even higher.

School in context (April 2023)

Pupil numbers

Number of pupils on roll **103**

Number of boys on roll **55**

Number of girls on roll **49**

Number of children in care **0**

Looked after / Post LAC children

- 3 Post LAC
- 2 LAc

Pupils with a known disability

- 3 children with more complex medical needs

Singleton C of E Primary School is an exciting and innovative Church of England School committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. It is a place where children really matter and every individual's ability is recognized, developed and rewarded.

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there!

Within our school, we work very hard to create a passionate team of teachers, non-teaching and support staff that will support each child in reaching their full potential. Many who visit us comment on the strength of our staff team and their shared commitment to help every child in the school achieve their best. For us our philosophy of education is simple in that we want the best for all our children and we want to create a learning environment that encompasses our passion for learning and our passion for life!

We believe that the key to our success is the broad and balanced creative curriculum we offer. Therefore, whilst we ensure that we deliver the National Curriculum fully, we use creative ways to do so. For example, we use our woodland areas to enrich the learning experience, we offer Musical Theatre, Enterprise, Forest School Clubs etc. Inspiring our children to become independent learners is at the heart of everything that we do and we take great pride in the fact that we offer such a wealth of experiences.

We see ourselves at the heart of the community and are proud of the strong links we have with local community groups and businesses and the use we make of local resources such as our local church, woodland areas and museums.

At Singleton C of E Primary School, we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community.

Ethos and Atmosphere

At Singleton CE Primary School, the leadership of the school community demonstrates a mutual respect between all members of the school community. Our aim is to develop a Christian school; where there is a prevailing generosity of spirit, a valuing of others gifts, genuine forgiveness, cooperation, readiness to share, realistic but adventurous goals and expectations respecting the opinions of others. These are key areas of focus within our school and we have developed our curriculum / provision to ensure that we provide the children with the opportunities, experiences, and guidance to achieve these.

Prayer and worship is threaded into daily life and there is an openness of atmosphere, which welcomes everyone to the school. There is a weekly theme for worship that links to both the Church calendar and SEAL topics – all our themes are developed around learning more about God the Creator, the wonder of the environment, awareness of self, others and the world. Linked to this we include the teachings of Jesus, the moral codes as a foundation stone on which we support our children to make decisions and build their lives

- All within the school community will challenge any type of discriminatory and/or bullying behavior, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- Our pupils play a very proactive role in school life including decision making (Junior Leadership Team) Our pupils as a result of these roles meet with adults and other children regularly and are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children and collective worship is central to school life
- The children are provided with a wealth of opportunities to develop their spiritual awareness and to celebrate together and learn the importance of prayer.
- Worship is carefully planned around weekly themes and each week there is a worship theme – these link closely to the Seal Topics and to Key events within the Churches Calendar but provide a distinctly Christian focus.
- Worship is led by the Vicar, the Head, Staff and the children.

Monitoring and Review

Singleton CE Primary School is a fully inclusive school, working towards greater equality in the whole school community. We use the curriculum and a range of teaching strategies to enhance the self-esteem of all those we serve and to provide, a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

Academic performance of a wide range of groups, such as free school meals, gender, summer born children, ethnic heritage, children with SEND, able and talented as well as: -

- Pupil questionnaires – annually
- Parental questionnaires – annually
- Governor questionnaires -- Annually
- Raise on line / LSIP / Fischer Family Trust – analysis
- Safeguarding – protocols in place – internal referral systems in place for SDP
- Analysis of every child matters agenda

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to -

- Attendance
- Exclusions and truancy
- Racism, diabolism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities
- Safeguarding issues

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress although being a very small school the monitoring of groups is not always applicable. We use this information to adjust future teaching and learning plans, as necessary. Each term we produce a provision map based on the individual needs of the children.

The governing body receives regular updates on pupil performance information, which is provided each term. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Singleton School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately disqualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. Staff and Governors have attended safer recruitment training (latest training 2021) and all the Lancashire documentation relating to recruitment is adopted by our school.

We collect and analyse a range of profile information- See section on **Equal Opportunities for Staff** for full details

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher. Their role is to:

- Lead discussions, organise training, update staff, facilitate and support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping (and challenging stereotypes as the need arises).
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education

- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- We meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration is given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Singleton CE Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognize attainment and achievement and promote progression
- Visual timetables and information supported by signs/symbols for targeted pupils.

We also:-

- Liaise with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Use specialist teachers to support learning and to give pastoral and inclusion support.
- Within provision have a bank of disability specific, specialist resources, available to support individual pupil needs.
- Create a culture of understanding and tolerance so that all ability groups and all

disabilities are accepted as part of our school community.

Resources and Materials

The provision of good quality resources and materials within Singleton CE Primary School is a high priority. Our PHSE coordinator is responsible for ensuring that equality is a key motivating factor within our school and that it is threaded throughout the learning experiences we provide. They have responsibility for ordering whole school resources for Fantastic Friday and PHSE. All staff when ordering resources should ensure:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognize that it is important at Singleton CE Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Singleton CE Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. We look at how modern technology such as I Pads can support the learning needs. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognized area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers/governors are given support, as appropriate, when they experience discrimination
- We recognize that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all School staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Commissioning and Procurement

Singleton CE Primary School will take steps to ensure that we buy services from organisations that comply with equality legislation. This will be a significant deciding factor in any tendering process.

5a. 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.

5b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

Section 6 of the Equality Act 2010 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.

An extended definition of disabilities is set out in Schedule 1 to the Equality Act 2010 so that:-

- 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;
- 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

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The legislation places 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.

Physical Access

- The school building is fully accessible for pupils with physical difficulties
- Wheelchair access to all buildings that are used day-to-day.

- One disabled car park space outside the front door of School.
- Adapted/specialised furniture provided to meet individual needs.

5c. Gender Equality

The Gender Equality Duty 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 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.

5d. Sexual Orientation

The protection afforded by the legislation extends to discrimination on the grounds of sexual orientation in the provision of goods, facilities and services. For schools this means admissions, benefits and services for pupils and treatment of pupils.

5e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan 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.
- Our governing body will ensure that school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of this policy, and to ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our staff will promote an inclusive and collaborative ethos in school, challenge inappropriate behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community to have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher 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 headteacher treats 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 headteacher.
- Teachers support the work of ancillary or 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 / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

- 'Any incident which is perceived to be racist by the victim or any other person'.

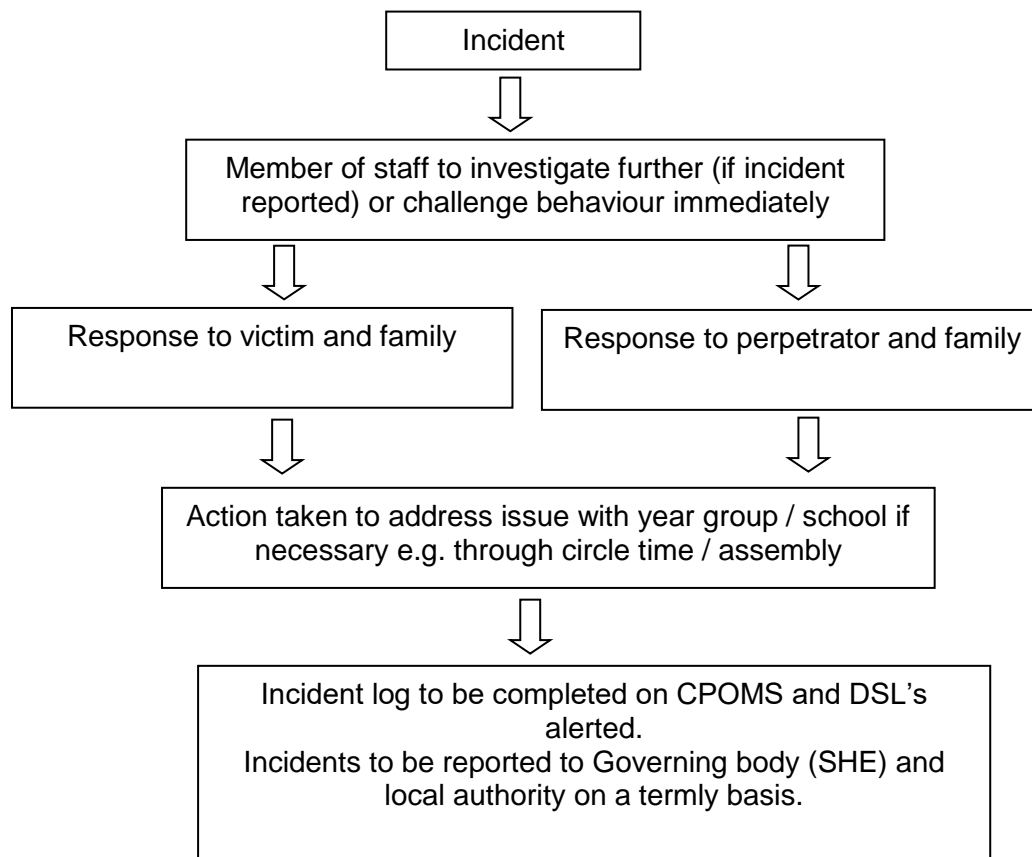
Types of discriminatory incident

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.



Review of progress and impact

Our Governing Body agrees the action plan. We have a rolling programme for reviewing our school policies and their impact. 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.

Singleton CE Primary School will ensure that we buy services from organizations that comply with equality legislation. This will be a significant factor in any tendering process. As a Church school we use the Diocesan 'Total Property Management' scheme for all building repairs and also Diocesan recommended Consultants for all larger building schemes.

The Measurement of Impact of the policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents, carers and governors from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publishing the plan

- In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Annual Review of Progress

It is our intention to use Lancashire County Council's framework for equalities to assess impact of this policy and make changes as appropriate. Taking this equality approach, we will incorporate all requirements into a single annual report which meets the requirements of new legislation. This report will also formulate the basis of the annual action plan. The policy will be reviewed annually within this framework.

Equal Impact Analysis

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. This involves predicting and assessing what the implications of a policy, function or strategy may be on a wide range of people. EIAs are now required for disability, gender and race. Best practice would indicate that consideration should be given to age, religion and belief and sexual orientation as part of this process.

EIAs are a way in which we can analyse our work to ensure that it meets the needs of all our service users and that no group is disadvantaged or cannot access our services.

Gender / Race / Disability Equality Action Plan 2023 - 27

| Equality Strand | Actions / Strategies | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|-------------------------------|--|--|--------------------------------------|--------------------------|---|
| Equality and Inclusion | | | | | |
| All | Ensure compliance with Equalities Act 2010 <ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of Single Equalities Act 2010, and of the Accessibility Plan Review of policy and provision at Curriculum Committee Governors meetings | Effectiveness of the Action plan | | Sept 23 – Jan 2027 | |
| All | Arrangements are in place to support pupils with Medical needs <ul style="list-style-type: none"> Medical Care Plans and risk assessments for individual students and available to relevant members of staff Identification of medical needs / medical data – posters for staff use to be updated annually Staff training needs are up to date | Staff meeting – feedback and review Meeting with parents annually to review protocols and procedures SHE committee to develop and sign off all Risk assessments | SENCO/ Head/ Learning Mentor | Ongoing | Meeting the needs of the child – whilst ensuring Duty of Care is also fully met Teaching staff are aware of and respond to medical needs / incidents Teaching staff are aware of and respond to medical needs / incidents confidently and competently |
| All | To improve staff awareness of disability issues <ul style="list-style-type: none"> Review and monitor staff training needs by Headteacher & SENDCo. Training by SENDCo to enable dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and Challenge for All. Provide training for members of the school community as appropriate. | Monitoring of classrooms, planning, IEP's provision etc. by SENDCo | | Ongoing | Whole school community fully aware of needs of all children with disability and special needs |

| Equality Strand | Actions / Strategies | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|---------------------------------|--|--|--------------------------------------|----------------------------|---|
| | <ul style="list-style-type: none"> Further understanding of the impact of Trauma on teaching and learning and behavior | | | | |
| Accessing the Curriculum | | | | | |
| All | <p>Ensure curriculum meets the needs of all students</p> <ul style="list-style-type: none"> Curriculum review process to include consideration of curriculum needs of all students including those with a disability Provision maps and IEP's to be reviewed termly | <p>IEP evaluations and reviews Assessment data analysis Evaluations of impact of provision maps</p> | Assessment Lead / SENCO | Ongoing review | Pupils making progress – inclusivity across the curriculum |
| All | <p>Monitor and analyze pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p> <ul style="list-style-type: none"> Ensure all groups of students with common needs have support and appropriate adjustments to provision e.g. Pupil Premium, EAL, SEND, ethnic minority | <p>Achievement data analysed by race, gender and disability Head teacher reports to Governors Governor monitoring – in line with the monitoring cycle</p> | Assessment Lead / SENCO | Annually in Sept | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups |
| All | <p>Embed Inclusive Quality First Teach approach</p> <ul style="list-style-type: none"> Train up new staff Monitor / coach / model as required Modify the learning / environment and facilitate specialist equipment as required | Assessment / progress outcomes | SENCO | Ongoing | Pupil Progress |
| All | <p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p> <ul style="list-style-type: none"> Scarf materials –threaded throughout the curriculum PREVENT strategy threaded through the curriculum British Values – threaded through the curriculum Cultural Capital opportunities – threaded through the curriculum | Increase in pupils' participation, confidence and achievement level. | All Staff Curriculum lead / SLT | September 2023 – July 2027 | <p>Notable increase in participation and confidence of targeted groups</p> <p>Children will be able to talk about our school culture and those of other schools and communities, about diversity and the positive contribution to</p> |

| Equality Strand | Actions / Strategies | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|--------------------|--|--|--------------------------------------|-----------------------------------|--|
| | | | | | society that differences and diversity bring. |
| All | Recognize and represent the talents of disabled pupils across the curriculum, and ensure representation fully reflects the school population in terms of race and gender. | Data monitored by race, gender and disability | Assessment Lead / SENCO | Ongoing | Analysis of pupil register indicates it is changing to reflect the school's diversity |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Ensure that resources used within learning promote diversity in terms of race, gender and ethnicity | Increase in pupil participation, confidence and positive identity – monitor through PSHE | Leonie Millward | Ongoing | More diversity reflected in school displays across all year groups More diversity represented in books / library resources and other learning resources |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Junior Leadership Team by election or co-option, class assemblies, fund raising etc. <ul style="list-style-type: none"> Continued development: - <ul style="list-style-type: none"> Christian Leaders /JLT role within school | JLT representation monitored by race, gender, disability Outcomes from Fantastic Friday | SLT | Ongoing | More diversity in School Junior leadership membership Fantastic Friday – Key Assessment outcomes |
| Community cohesion | Develop awareness of and offer opportunities to celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas. <ul style="list-style-type: none"> Cultural Capital opportunities – threaded through the curriculum Opportunities are available for the students to take part in Educational Visits and other activities linked to their studies | PSHE / British Values assessments /Cultural Capital opportunities | Member of staff leading on PSHE | Ongoing | Variety of trips / in house visitors offering breath of Cultural capital opportunities Increased awareness of different communities shown in PSHE assessments |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the plan. Report the figures to the Governing body/ local authority on a monthly/ annual basis | The HT/ governing body (SHE) will use the data to assess the impact of the school's response to the incidents i.e. have whole school / | Headteacher / Governing body | Monthly records and annual report | Teaching staff are aware of and respond to racist incidents |

| Equality Strand | Actions / Strategies | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|--|--|--|--------------------------------------|--------------------------|--|
| | | year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | | | Consistent nil reporting is challenged by the Governing Body |
| Gender / disability Equality Duty | <p>Review and evaluate the extra curricular – use feedback from the children/ parents and staff – ensure that we offer a good cross section of activities that relate to the interests of both boys and girls. Look to ensure that dance and gymnastics and singing and drama are part of the activities on offer</p> <p>Subsidize the cost of the activities using PE Grant so children can access more than one activity</p> <p>Ensure children with disabilities have a range of activities that they can access that meet their interests.</p> | <p>Staff meeting – review with all staff plan the next academic year.</p> <p>SENCo to also look at what we do and ensure that we meet the need of children on the register</p> | SENCO / PE subject leader | Sept 23 – July 24 | More diversity in school extra-curricular activities |
| Physical Environment | | | | | |
| All | Ensure staff training including First Aid training and DSL is in place to support needs of current student body | Via monthly SHE | Office Manager / Head | On going | |
| All | Ensure parking and access to building for physically disabled students and their parents when they visit the school is in place and regularly reviewed in terms of suitability | Termly audit carried out by SHE Feedback from Parents / Site Supervisor | Site Supervisor SHE | On going | |
| Disability | <p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p> <ul style="list-style-type: none"> Any building works to take into account accessibility – and ensure that physically disabled students can move around the building safely at these times | SHE committee to develop and sign off all Risk assessments | SENCo / HEAD | On going | |

| Equality Strand | Actions / Strategies | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|-----------------|--|--|--------------------------------------|--------------------------|---|
| | <ul style="list-style-type: none"> Accurate records of students needs are kept to ensure facilities are in place to allow access to all facilities Reasonable adjustments made to enable access for the all | | | | |
| All | <ul style="list-style-type: none"> Ensure provision for current students is suitable. Also review the secure entrance to the school – outdoor fencing from a safeguarding perspective. Submit an LCVAP bid | Termly audit carried out by SHE Feedback from Junior Leadership Team/ staff | SHE / Head | Dec 2020 – ongoing | Secure entrance Safeguarding fencing |

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ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognized and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Junior Leadership Team by election or co-option; class assemblies; fund raising etc.;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Appendix 2 – for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

Singleton Church of England Primary School - Equality Policy Statement

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- o whether or not they are disabled
- o whatever their ethnicity, culture, national origin or national status
- o whatever their gender and gender identity
- o whatever their religious or non-religious affiliation or faith background
- o whatever their sexual identity or orientation.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- o disability, so that reasonable adjustments are made
- o ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- o gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- o religion, belief or faith background
- o sexual identity or orientation

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- o positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- o positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- o mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek consultation and invite involvement from:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.
- gay people as well as straight people.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

11. Staff will be trained in how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Amendment Sheet

| Date | Issue | Reason for Revision |
|---------------|--------------|----------------------------|
| December 2014 | A | First issue |
| June 2018 | B | Reviewed |
| June 2019 | C | Reviewed |
| July 2022 | D | Reviewed |
| May 2023 | E | Reviewed |