

WHITEHILLS PRIMARY SCHOOL

"...putting children first..."



EQUALITY DUTY / SINGLE EQUALITY POLICY

Reviewed by: **Natalie James**

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Ratified by Governors: **November 2021**

Whitehills Primary School

EQUALITY DUTY

Aims

The Equality Duty will underpin all other policies within Whitehills Primary School and should be read in conjunction with the following policies:

- Inclusion
- Anti-bullying
- Behaviour
- Medical Conditions
- Accessibility Plan
- Child Protection and Safeguarding

The public sector Equality Duty 2011 has three aims under the general duty for schools:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not** by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Vision and Principles

At Whitehills Primary School we are committed to ensuring equality of education and opportunity for all children, staff and parent/carers receiving services from the school, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an additional language
- Disability/health/medical or special educational needs
- Age
- Attainment
- Socio-economic background
- Being in public care
- Attendance concerns
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life. At Whitehills Primary School we

believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

Roles and Responsibilities

Promoting equality and raising the achievement of all children is the responsibility of the whole school. This duty outlines the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

The role of governors

- The governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to children and responsive to needs based on race, gender, disability or religious beliefs.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, age, disability, religious beliefs or sexual orientation
- 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 children
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, disability or religious beliefs
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, disability or religious beliefs

The role of the Headteacher (or senior leader responsible for Equality)

- It is the Head teacher's role to ensure the school Equality Duty is implemented and is supported by the governing body in this implementation
- It is the Head teacher's role to ensure that all staff are aware of the Equality Duty and that staff apply these guidelines fairly in all situations
- The Headteacher ensures that all recruitment selection panels give due regard to this duty, 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 and homophobic incidents, with due seriousness

The role of all staff: teaching and non-teaching

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Duty
- 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 lead member of staff or Headteacher

The role of children

- Children will contribute to the development of the Equality Duty and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report discriminatory incidents

The role of Parents/Carers

- Parents/carers will be consulted on the development of the Equality Duty

EQUALITY INFORMATION

Aims of the general duty			
Protected characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>All planning promotes and values people and ideas from all races and provide positive examples of people from different races.</p> <p>Assemblies provide opportunities to promote racial equality</p> <p>Monitoring of achievement data and intervention action put in place to narrow gaps in performance. Focus on children who are EAL</p>	<p>All pupils have equal access to the curriculum irrespective of race.</p> <p>Pastoral support through Parent Link Worker where English is an additional language for parents.</p> <p>Governing body monitors issues arising from Head teacher's report.</p> <p>Encourage applicants for governing body from all ethnic groups to ensure diversity.</p>	<p>Whole school assemblies celebrating the diversities between cultures. Ensure library is stocked with BAME books</p> <p>Festival celebration activities.</p> <p>Fundraising and awareness projects with our established international links to school in Africa.</p> <p>Use of translate tool allowing non English speaking parents to have relevant information</p> <p>New website to have translate option for languages</p>
Disability	<p>Disabled access to all areas of the school, including toilet facilities and designated parking bays.</p> <p>Specialist medical staff training to support pupils with complex medical conditions. Adherence to the school's Accessibility Plan, Inclusion Policy and Medical Conditions Policy ensures all learners make progress.</p>	<p>All pupils have equal access to the curriculum irrespective of disability.</p> <p>Staff training and awareness of medical issues/disability</p> <p>Learning is monitored closely and reviewed with parents as part of the SEN code of practice.</p>	<p>Sponsorship links and visits training guide dogs for the blind.</p> <p>Opportunities for disabled children to participate in activities</p>

	Risk assessments are created and implemented to support inclusion in both curricular and extra-curricular activities.	Parents' questionnaire on the quality of SEN provision provided with resultant action taken on feedback. Use of external agencies to enhance access to the curriculum.	
Sex	<p>Bullying incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>Monitoring of tracking and achievement data to identify gender differences and intervention strategies put in place to narrow gaps in performance.</p> <p>Sex and Relationships and PSHE Policies guide our approach to the teaching of gender specific health matters.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p>	<p>All pupils have equal access to the curriculum regardless of gender.</p> <p>Clubs are offered to all pupils irrespective of gender.</p> <p>Governing body monitoring of staff appointment process and interview panel has Safer Recruitment Training</p>	Visitor role models representing both genders are invited into school, e.g. male and female authors.
Marriage and Civil Partnership	Whitehills Primary School aims to create an inclusive, supportive workplace and learning environment, free from discrimination, harassment and victimisation, where all people are treated with dignity and respect. Same sex couples who register as civil partners have the same rights as married couples in respect of employment rights.	Any breach of this would be recorded.	Through PHSE lessons in school, children will be taught to have tolerance of same sex marriages / partnerships.
Gender Reassignment	We have no experience of this at the time of publication, but would expect to obtain expert advice to ensure equality of opportunity.		
Pregnancy and Maternity	Flexible working practices to accommodate appointments.	Adaptations to staff working arrangements as necessary through regular risk assessment process.	Updates and arrangements delivered through programme of

			'Keeping in Touch' days.
Age	<p>Staff profile is representative of all ages.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p> <p>Age omitted from application form and interview process.</p>	CPD provision accessible irrespective of age.	Volunteers from wider family community encouraged to visit and share skills and knowledge.
Religion and Belief	<p>Racial/Religious incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>High quality teaching through the RE curriculum.</p> <p>Visits to places of worship and studies of religious festivals, such as Easter.</p>	<p>School uniform adaptations to accommodate religious dress.</p> <p>All staff trained in the Prevent Duty initiative encompassing all religions and beliefs. Annual safeguarding training – staff aware of FGM</p>	<p>Visits to other places of worship, to ensure pupils have an accurate knowledge of other faiths.</p> <p>Whole school assemblies in celebration of a range of religious festivals.</p> <p>RE lead working with NIFF(Northampton Interfaith Forum)</p>
Sexual Orientation	<p>Bullying/Hate incident recording. Parents of both the aggressor and victim are informed and supported.</p> <p>Fair and transparent practices when appointing staff to ensure equality throughout the recruitment process.</p>	Awareness and support for pupils and same sex parents.	

EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Creating a culture where all are encouraged to talk		Acting on pupils' concerns and views

	<p>openly and report racist incidents without fear of repercussions.</p> <p>Anti-bullying posters displayed throughout the school.</p> <p>Equality of opportunity comes through application process for new posts.</p>		through pupil interviews.
Disability	High-quality access to all areas of the school premises.	<p>Use of outside specialist agencies, such as speech & language therapist, educational psychologist, physiotherapist, behaviour therapist.</p> <p>Staff training given for the delivery of specific medical procedures.</p> <p>Extensive, detailed Healthcare plans in place.</p> <p>Differentiated lesson planning takes into account the needs of all children.</p>	<p>Close liaison with parents of children with disabilities.</p> <p>Accessibility Plan</p> <p>Through our work with Northamptonshire School Sports Partnership to ensure inclusion for all of those who are disabled.</p>
Sex	Participation in clubs and other extra-curricular activities is offered to all irrespective of gender.	Monitoring of tracking and achievement data to identify gender differences and intervention strategies put in place to narrow gaps in performance.	
Gender Reassignment	We have no experience of this at the time of publication, but would expect to obtain expert advice		

	to ensure equality of opportunity.		
Pregnancy and Maternity Paternity	Honouring appointments Risk assessment process in place 'Keeping in Touch' days Flexible working Paternity policy introduced	Support with part-time work schedule.	Good working relations are continued through regular contact.
Age	Staff profile is representative of all ages. Governing body profile is representative of all ages. Volunteer profile is representative of all ages.	Paid post and volunteers of all ages are encouraged to work in school.	Wider family members of all ages are encouraged to help in school and attend events and celebrations.
Religion and Belief	Explanation through RE curriculum why not everyone participates in collective worship	Awareness of dietary needs / authorised absence for religious days	Visits to places of worship, such as Christian, Hindu as part of the RE curriculum.
Sexual Orientation	PSHE curriculum and SRE lessons includes exploring sexual orientation	Pastoral support for pupils and parents.	

EQUALITY OBJECTIVES

Protected characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation.	Advance equality of opportunity between people who share a protected characteristic and those who do not.	Foster good relations between people who share a protected characteristic and those who do not.
Race	Staff follow policies and ensure they model behaviours which	New resources purchased to ensure staff and children	Staff to share resources which

	reflect expectations for our children in modern British society	have exposure to differences and celebrate differences and similarities	reflect modern British society
Disability	Ensure all children and staff have equal opportunities	New resources purchased to ensure staff and children have exposure to differences and celebrate differences and similarities	Staff to share resources which reflect modern British society
Sex	Ensure children and staff do not stereotype roles	Avoid gender specific language	Staff to share resources which reflect modern British society and remove material that does not reflect today's world.
Gender Reassignment	Further training for all staff in this area is required to improve understanding.	Further training is required to ensure all of the necessary actions to support are understood and taken.	SLT must investigate links that can be made to expert groups in this area.
Pregnancy and Maternity	Ensure our school follows legislation and policy to eliminate discrimination		
Age	Opportunities for all are given irrespective of age		Through our Core Values all stakeholders ensure older members of the community are valued and respected.
Religion and Belief			Further work required to have members of faith other than Christian to lead assemblies and work with different children.
Sexual Orientation	Ensure our school follows legislation and policy to eliminate discrimination	Through resources shared with children and through the PHSE scheme of work children are aware of same sex relationships and are accepting of them	Books purchased to reflect modern Britain.

EQUALITIES OBJECTIVES AND ACTION PLAN 2020-2022

Objective Please give an end date/timescale to each action (ie by)	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action (ie by.....)	Annual Red/Amber/ Green rating
Stereo-typed material is removed from the curriculum	Sex, disabled and race	Resources are audited and inappropriate materials are removed Staff overview curriculum to ensure all children have cultural capital. The Curriculum is adapted to ensure children have an awareness of the wider world.	Subject leaders	By March 2022 resources are carefully selected to embrace all cultures	Green
BAME groups are featured in stories shared with classes	Race	Resources are used in school. Children can talk about race confidently Staff aware of books to read to class to provoke conversation regarding BAME experiences and have more understanding.	Subject leader Class teacher Librarian	BAME books purchased and shared with staff	Amber
Review materials used	Race	BAME children feel included	History lead	Review ling term planning	Green

in History to have BAME influence where possible		in the curriculum Children can talk knowledgeably about BAME history		and identify where BAME representatives can be used alongside white counterparts.	
By July 2022 visits from other faith leaders will have occurred.	Religion and Belief	Other faith leaders will have been contacted and dates for visits established	NJ/AS	AS to contact faith leaders in local Muslim, Hindu, Jewish and Sikh communities during the academic year 21-22	Green
To attain SMSC (Spiritual, Moral, Social and Cultural) Young Citizens award by 2022	All groups	Audit against SMSC award Actions shared with staff and governors January 2022	GA	November audit completed and action plan created by December 2021	Amber