PRIOR HEATH INFANT SCHOOL
POLICY AND PROCEDURES STATEMENT

TITLE: SINGLE EQUALITY POLICY **DATE: June 2019**
(including reference to our approach to British Values) **REVIEW: June 2020**

APPROVED/MONITORED BY: Children and Learning Committee
AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

1. Background

On 1 October 2010, The Equality Act (2010) replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law covering all the types of discrimination that are unlawful.

2. Introduction

This policy sets out Prior Heath Infant School's approach to promoting equality, as defined within the Equality Act (2010) and the Single Equality Duty to produce a Single Equality Scheme. The purpose of our Single Equality Policy is to fulfil the duties to promote equality and embed fairness and equality at the heart of our school community. The act covers protected characteristics, which cannot be used as a reason to treat people unfairly. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

Our Single Equality Policy enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination
- eliminate harassment and bullying
- advance equality of opportunity through vision, strategy and practice
- foster good relations.

3. The School Context

Prior Heath Infant School is situated in an area of established, large residential housing on the edge of North West Surrey close to the Berkshire and Hampshire borders. Prior Heath is a two form entry, co-educational infant school with 180 children on roll.

Prior Heath serves a wide social mix of families, usually from supportive backgrounds. Parents have high expectations and most children have good attitudes to learning. Most children enter the school having experienced some form of pre-school provision, often from the privately run nursery on the school site which also provides before and after school childcare for children attending the school.

The ethnic backgrounds of children are predominantly white British but in recent years we have had a growing number of children from minority ethnic groups. When compared with the national average, the number of children with special educational needs is low (5.6%), as is the number of pupils with English as an additional language 12.7%. We currently have one looked after child in school. We do not have any children from travelling families or disabled children. A small percentage of children are eligible for Pupil Premium Funding: 3.4%.

Children enter Reception broadly above average and make good progress by their entry to Key Stage 1. Attainment by the end of Key Stage 1 has been significantly above national averages for over five years.

Ofsted inspectors judged us to be an outstanding school in February 2007. This was confirmed by an interim assessment carried out by Ofsted in July 2010.

Two thirds of children attend a number of after school activities which include sporting activities, musical theatre and French and the school hall is regularly hired for community use. A recent extension has provided additional space which the school hopes to use to promote further community links.

The Governing Body is very committed and supportive to the school.

Parental support for the school is strong and we have parents who regularly help. Our thriving Parent Teacher Association raises substantial funds each year to enrich educational provision and holds social events for adults and children to attend.

The school is well resourced with regular replenishment and updating. As well as an ICT suite, there are whiteboards and 3 computers in each class for the children to use as well as a set of 15 Learn Pads. Long and medium term planning is regularly reviewed in all subjects and stored electronically. We have a covered area for outdoor learning which allows Foundation Stage children to play and learn outside throughout the year. We also have covered areas for Years 1 and 2.

4. Equality – aims and values

At Prior Heath Infant School we aim to provide equality and excellence for all in order to promote the highest possible standards. We recognise that every child is a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued member of the community irrespective of gender, race, disability, religion or belief, sexual orientation, gender reassignment or socio-economic background. We aim to develop a culture of inclusion in which all those connected to the school, including pupils, staff, parents and carers, feel proud of their identity, and able to participate fully in school life.

We will take steps to promote:

- a culture of respect for others, their culture and beliefs
- equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society.

5. Our approach to promoting equality

The overall objective of the school's Single Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Single Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers the protected characteristics: gender, race, disability, religion or belief, sexual orientation, gender reassignment, ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors and parents/carers.

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:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Promote British vales as encompassed by our British values statement (Appendix A)
- Enrich the linguistic experiences of all pupils and recognise and celebrate the linguistic diversity of British society.
- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability in assemblies, books, publications, learning materials and displays.

Admissions and exclusions

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

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

6. Equal Opportunities for staff

Prior Heath Infant School is committed to providing equal opportunities for all staff and prospective employees and seeks to eliminate unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Please refer to the separate Equal Opportunities in Employment Policy.

7. A Cohesive Community

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in schools and in the wider community.

We recognise that a school's community is defined in four areas:

- the school and its extended community
- the community within which the school is located
- the community of the United Kingdom
- the global community.

In order to achieve a cohesive community we endeavour to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure teaching and the curriculum explores and addresses issues of diversity.

8. Equality and the law

The Equality Act (2010) makes it unlawful for the Local Authority or the Governing body to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Unlawful behaviour

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

a. Types of Discrimination

Direct Discrimination: occurs when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people.

Indirect discrimination: occurs when a policy, criteria or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment: is "unwanted conduct, related to a relevant protected characteristic" that has the purpose or effect of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". (Equality Act 2010).

Victimisation: occurs when a person is treated less favourable than they otherwise would have been because of something they have done in connection with the act. For example a child must not be victimised because of something done by their parent or a sibling in relation to the Act.

b. 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.

Prejudice related 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 Prejudice- Related incidents are reported to the governing body and local authority on a termly basis. Greater detail about procedures can be found in our Anti Bullying policy.

c. 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'.

d. Types of discriminatory incident

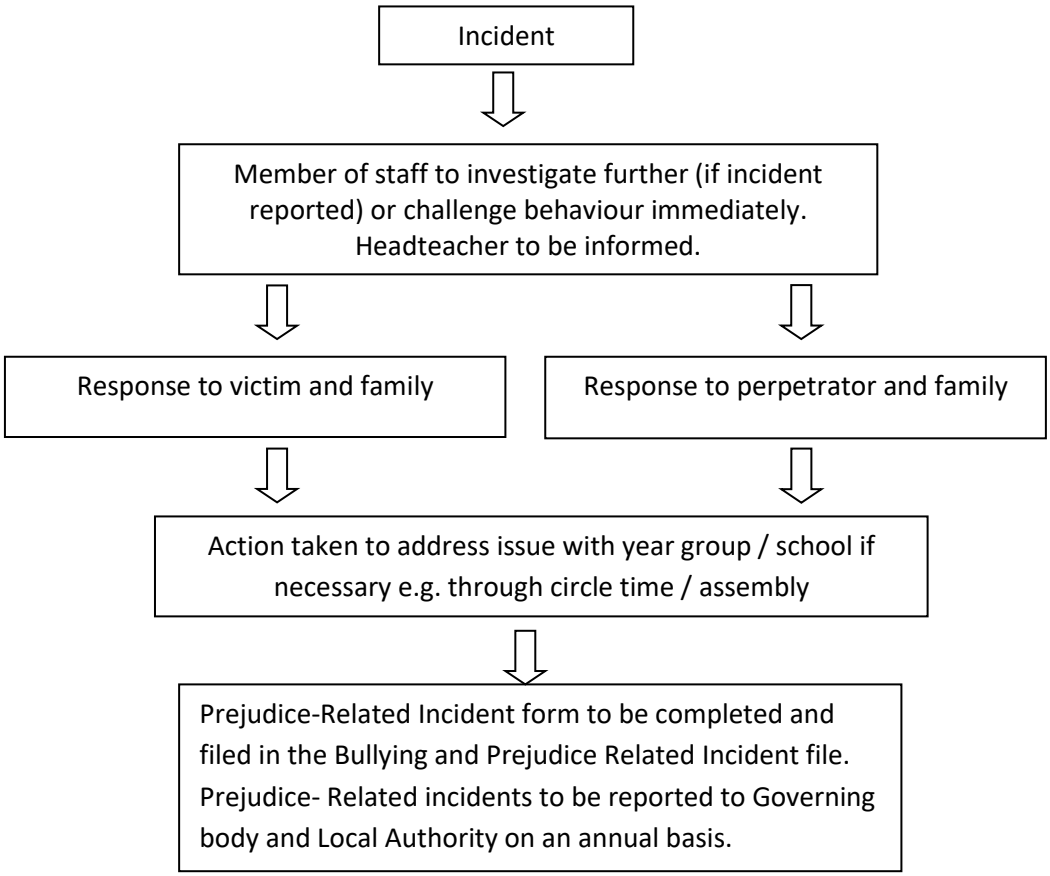
Types of discriminatory incidents that can occur are:

- 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. The procedure for responding and reporting is detailed below:



Protected Characteristics

Race

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.

We must ensure that we do not treat a person differently and less fairly because of their colour, nationality and ethnic or national origins. We follow the Guidance for Surrey Schools on Reporting and Responding to Racist Incidents. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Disability

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

The general disability equality duty requires us to have due regard for the following when carrying out and delivery 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.

The Equality Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan over time to:

- increase access to the curriculum
- make improvements to the physical environment of the school to increase access
- make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender

The general duty to promote gender equality means that we must have due regard to:

- eliminate unlawful discrimination and harassment on grounds of gender and gender reassignment
- promote equality between men and women, boys and girls.

Age

We must ensure that we do not treat a person differently and less favourably because of their age. Age is seen as a relevant characteristic in the role of employer but not in relation to pupils. Schools remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development.

Sexual Orientation

We must ensure that we do not treat a person differently and less favourably because of their sexual orientation.

Religion or Belief

We must ensure that we do not treat a person differently and less favourably because of their religion or religious beliefs or their lack of religion or belief.

Exceptions

Curriculum: The content of the school curriculum is excluded and schools are free to include a full range of issues, ideas and materials and to expose pupils to thoughts and ideas of all kinds. However the delivery of the curriculum is included and the way in which issues are taught does not subject individual pupils to discrimination.

Acts of worship: the daily act of collective worship which is of broadly Christian nature is not covered by the religion or belief provisions and schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

9. Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

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

The Headteacher is responsible for:

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

All our staff are responsible for:

- modeling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

- promoting equality and good community relations and avoiding discrimination against anyone for reasons of gender, race, disability, religion or belief, sexual orientation, gender reassignment, ethnic or national origin, socio-economic circumstances
- keeping up to date with the law on discrimination and taking training and learning opportunities.

Responsibility for overseeing equality practices in the school is as follows:

- coordinating and monitoring work on equality issues (Headteacher and Curriculum & Standards Leader)
- dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. looked after children, pupil premium children, pupils from minority ethnic/language or Traveller communities, disabled pupils etc.) (Headteacher, Curriculum & Standards Leader, Assessment Co-ordinator, Class Teachers).
- monitoring exclusions (Headteacher).

10. Monitoring, reviewing and assessing impact

This policy will be supported by our Single Equality Scheme which will include targets for promoting equality. The policy will monitored and reviewed by staff and governors on an annual basis to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making. The Headteacher and Chair of the Curriculum Committee will monitor specific outcomes. The Headteacher will provide monitoring reports for review by the Governing Body.

As an employer we have a duty to treat all our staff and children fairly and tackle types of discrimination appropriately and with confidence. In our day to day working we as school leaders are able to evaluate the impact of the Single Equality Scheme/Policy by examining the following aspects of our work:

- Incident reports
- Behaviour logs
- Prejudice related incident logs
- Interviews
- Safeguarding monitoring
- Discussion with stakeholders
- Parental feedback/surveys
- Complaints against the school
- Consultant reports
- Learning walks
- Retention of staff
- Work with external agencies to meet the needs of SEN, Disadvantaged pupils
- Progress of groups across the school – do groups make similar progress
- Health and Safety inspections – is the environment fit for purpose

There are other aspects we could consider but those above have enabled us to evaluate the impact of our Single Equality Scheme/Policy.

Policies and documents that should be read in conjunction with this Policy include:

- Accessibility Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children in Care Policy
- Curriculum Policy
- Equal Opportunities in Employment
- PSHCE Policy
- Pupils with Medical Needs Policy
- Religious Education Policy
- Safeguarding and Recruitment Policy
- SEND and Inclusion policy
- Sex and Relationships Education Policy
- Single Equality Scheme
- Teaching and Learning Policy
- Whistle-blowing Policy
- Promoting fundamental British values as part of SMSC in schools DfE 2014

Appendix A

PRIOR HEATH INFANT SCHOOL
BRITISH VALUES STATEMENT

At Prior Heath Infant School, we uphold and teach pupils about British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health Citizenship and Emotional (PSHCE), and Religious Education (RE). We promote British Values through our Spiritual, Moral, Social and Cultural Education which permeates through the school's broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Throughout our ethos and curriculum, we promote, teach and reinforce these fundamental British values, appropriate to the stages of development of the children.

At Prior Heath, these values are reinforced regularly and in the following ways:

Democracy:

Democracy underpins the values of the school. All children are treated fairly and have an equal right to express their views and be listened to. Children are given the opportunity to have their voices heard through the School Council and ECO Council, members of which are elected democratically by all the children which introduces them to the principal of democratic elections.

Each year Governors undertake pupil questionnaires, the results of which are shared with all. Children's ideas and suggestions are acted upon and will feed into the School Improvement Plan. Parents and carers are also consulted through questionnaires on a range of topics.

Our PSCHE curriculum encourages children to express their views. Children are encouraged to share ideas and make suggestions to enhance the topic / role play areas and they often vote on Golden time activities.

The Rule of Law:

The importance of laws are consistently reinforced during lessons, break-times, lunch-times and assemblies including class rules, school rules and rules that govern the country. Children are taught the reasons behind rules, the importance of observing rules and the consequences when rules are not adhered to. The school's clear Behaviour Policy is regularly reviewed. We promote our own school values daily.

Individual Liberty:

Children are actively encouraged to make choices within our safe and supportive environment. They are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, eg. through our PSHCE lessons, circle times and On Line Safety lessons. Children are encouraged and given the freedom to make choices, eg. to take on leadership responsibilities such as, School Council and ECO Council, Lunchtime Leaders. Children choose whether to participate in an extensive range of out of hours learning opportunities. Within some lessons, children choose how they wish to record their findings or their work, and they choose how to work co-operatively to solve tasks. Children are given choices over which roles they would like to assume in class assemblies and over the context of role play areas in classrooms. Children help make choices about charities the school should support when raising funds.

Mutual Respect:

At all times the school promotes the right of all children to learn and thrive in an atmosphere of mutual respect. The school promotes respect for others and this is reinforced through class rules, school rules and our Behaviour Policy. Displays around the school promote our school values. Children have discussions both in class and assemblies relating to what this means and how it is shown. Children take part in discussions during Circle Time and PSHCE lessons. Assemblies promote personal qualities and values for life and are central to how we expect everyone to conduct themselves at our school. Sports days, lunchtime provision with play leaders and lunch time supervisors also reinforce the importance of mutual respect, equality and fairness. Participation in charity work, eg, competitions, collecting for local hospitals, reinforces to all the need for mutual respect. Attitudes to learning and to life in general, are regularly communicated to pupils as a means of successfully achieving learning intentions in lessons.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHCE. We celebrate the origin and cultures of all our children and are keen to learn from them. Whole school assemblies and class assemblies celebrate cultural diversity. Festivals are celebrated as part of the curriculum and are also explored through stories, role play and using resources within school. Likewise, we use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries.

All staff are committed to developing with the children the language needed to express their views, emotions and feelings so that children can negotiate with their peers and resolve any disagreements in a peaceful manner.