

# Single Equalities Policy

## Horwich Parish CE Primary School



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*Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.*

*Learning to love each other as Jesus has loved us, respecting each other and growing into the people God has called us to be.*

## **Overview**

The Single Equality Act which came into place Oct 1st 2010 brought together the duties that were already set out set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

## **Statement of Principles**

This policy outlines the commitment of the staff, pupils and governors of Horwich Parish 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:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- 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 Horwich Parish 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.

## **School in Context**

Horwich Parish CE Primary School is located in Horwich, Bolton. This is a popular and successful school for children pupils aged 4 to 11 years. Currently the school has an admission number of 60 pupils. The majority of our school population identify themselves as white British on ethnicity forms. The percentage of children from minority ethnic groups is small. The majority of children come from socio-economic backgrounds C.

## **1.Race Duty and Community Cohesion**

The School recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination can manifest itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary

measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Equality Act 2010, to promote racial equality we will:

**Tackle unlawful discrimination by:**

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them.
- Dealing with complaints of discrimination and harassment speedily, keeping records of racist incidents and reporting them to the Local Authority as appropriate.
- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Communicating the school's position towards racism and procedures that will be taken, following any incidents.

**Support cohesion by:**

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families.

**Community Cohesion**

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing resident to adapt to one another.

We create shared values by:

- Communicating our vision to children, staff, parents, carers and governors at all opportunities. This is clearly stated in our prospectus, on our website, referred to in all policies and in our home school agreement.
- Actively seeking views of children and parents about our school through a variety of different formats. These include questionnaires to all stakeholders, pupils, staff, parents and governors, parent forum, pupil parliament, school council.
- Actively participating in community events such as charity events.
- Providing opportunities to invite the local community into school events such as school breakfasts, art exhibitions and PTFA events.
- Supporting local, national and international charities.

We develop an understanding in children that they all have a responsibility to their shared future through:

- Awareness of global issues through curriculum areas, including the work of charities, School Council, Whole school assemblies.

## **Respect underpins everything that we do at Horwich Parish CE Primary School**

We emphasise mutual respect and honesty between different groups including children and teachers through our school ethos.

Our approach in all situations is to be good, attentive listeners and we insist on polite, respectful behaviour.

We value honesty between all groups of individuals in school and promote respect in the way that staff treat pupils and each other.

We emphasise respect between different schools by children being involved in both local and national links with schools.

We make fairness and trust visible to the whole school community.

We recognise that we have a responsibility to educate children who will live and work in a country that is diverse in terms of culture, faith, ethnicity and social backgrounds. We define community cohesion as working towards a society in which the diversity of peoples' backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all and a society in which strong positive relationships exist and continue to develop in the school and wider community.

### **We contribute to community cohesion by:**

- Ensuring that our curriculum and learning opportunities help pupils understand others and value diversity, promote awareness of human rights and responsibility to uphold these.
- We ensure that resources and materials used to deliver the curriculum reflect diversity of ethnicity and race, gender and age as well as reflecting people with disabilities.
- Ensuring that we promote equal opportunities for all and to succeed at the highest possible level, removing barrier to access and participation striving to eliminate variation in outcome for different groups. We engage and support initiatives to achievement.
- Ensuring that we provide means for children to interact with people for different backgrounds and build positive relations.
- We promote and make community cohesion visible to parents by communicating to parents the activities the children take part in.

As a school we promote fairness and trust through our open, transparent relationships with parents. We do this through:

- Communicating clearly about events and issues in school through the newsletter and school website.
- Inviting parents to actively participate in the life of the school through the PTFA.
- Inviting parents/ carers/ grandparents to come into class to listen to readers
- Informing parents about the curriculum through topic leaflets and information on the website.
- Informing and responding quickly to any issues within school and involving parents as needed.
- Ensure that all class teachers are available to discuss issues with parents.

We will show that this is effective by demonstrating:

- A widely shared sense of contribution of different communities' individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- That we have strong and positive relationships.

## **2.Disability**

### **We will promote equality for disabled people by:**

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings.
- Encouraging good practice by our partners through our advisory capacity.
- Upholding the social model and our guiding principles in our role in procurement and in our partnership duties.

### **We will tackle discrimination against disabled people by:**

- Promoting positive images of disabled people.
- Challenging patronising or discriminating attitudes.
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

### **We will support disabled learners to achieve their full potential by:**

- Providing, where possible, support, assistance and care to disabled learners to enable them to lead independent lives.
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community.
- Supporting disabled learners, staff and carers according to their individual need.

### **We will work in partnership with disabled learners and their carers and staff by:**

- Enabling disabled learners, their families and disabled staff active participation.
- Involving disabled learners, their families and disabled staff in the changes and improvements we make.
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.

### **We plan to increase access to education for disabled pupils by:**

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

### **3. Our School's Accessibility Plan**

Please see our school's disability access plan which includes ongoing, short term, medium term and long-term targets and strategies for increasing access to the school for pupils with disabilities.

We work with parents and outside agencies to ensure that our school can offer full access to the curriculum for disabled children so that a child's needs are fully met and the child will receive full access to the curriculum.

### **4. Gender**

The school is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The school is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

#### **Gender monitoring information**

We analyse our performance data in terms of girls and boys to look for any overall inequalities and use this information in planning teaching approaches and organisation of intervention strategies.

#### **Targets for pupil achievement by gender**

We monitor attainment by gender and are pro-active in taking action when data shows that there are inequalities in achievement between genders. We then address these issues by consulting groups affected and setting an action plan which is monitored to ensure that it is being effective.

#### **Gender violence and domestic violence**

As part of our safeguarding policy DSL (Designated Senior leaders) have completed training on domestic violence issues. With regard to the needs of victims, the school listens to any disclosures and acts appropriately to support and ensure the safety of the victim and any children involved.

#### **Classroom-based lessons on gender issues**

The school has an SRE policy that covers relationships and lifelong learning about physical, moral and emotional development.

## **5. Religion and Belief**

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious beliefs may mean that they have different needs, demands and expectations, which require flexibility.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We Equality Impact Assess our Collective worship policy, Assemblies and RE curriculum.

Within our PSHE, RE, Equal Opportunities and Behaviour policies there are statements that outline the school commitment to promoting equality with regards to religion or belief.

Our assemblies often refer to different beliefs to raise the children's awareness of this. We also use a wide range of material from other beliefs in our assembly times to both raise awareness and show the similarities and differences in the world's religions.

We respect parents' rights to withdraw their child from RE and Collective worship.

We gather information on staff and children religious beliefs and use this to consider the content of what we teach.

We follow an agreed Collective Worship policy.

## **6. Sexual Orientation**

We respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

In our Sex and Relationships (SRE) we are mindful of the different relationship that can exist in society. We introduce different relationships when appropriate in the context of secure family values.

Homophobic bullying, language and stereotypes.

Our Behaviour Management and Anti-bullying policy states that all forms of bullying are unacceptable in the school.

Each class starts the school year by discussing class and school Golden rules which reflect our aims and values.

## **7. Age Discrimination**

Horwich Parish CE Primary School is committed to promoting equality of opportunity for people irrespective of their age.

## **8. Anti-Bullying and Discriminatory Policy Framework**

Our school states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

Our Behaviour Policy will be reviewed December 2023.

The school's leadership team discusses incidents of a bullying or discriminatory nature and action taken is shared with the whole school. The team will look for any patterns in behaviours for example type of incident, time of incident. Strategies to prevent further incidents are discussed and implemented as needed. Incidents are recorded in the pupil Behaviour Log, which are kept in the classrooms. The school sanctions are followed so children realise the seriousness of the incident.

## **9. Employment Practices**

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff through our Recruitment and Selection.

The school advertises all vacancies using the Local Authority website. We follow Safer Recruitment guidelines:

- Training and developing staff.
- Opportunities for CPD are led by whole school needs and specific staff training needs.
- Performance appraisal systems.
- For arrangements for the school Performance appraisal system please see the school's Appraisal policy.
- Redundancy, restructuring, redeployment and retirement.
- The school follows County policy on selection for redundancy, restructuring, redeployment and retirement.
- Award for pay, bonus and allowances.
- The school follows guidance for this from national guidelines, for example threshold.
- Specific allowances linked to responsibilities will be matched against the schools needs and advertised to staff (for example TLR).

## **Grievance**

The school follows the County policy on Grievance.

## **Disciplinary**

The school follows County Policy on all aspects of disciplinary issues. The fair implementation of these is monitored by both County and Union representatives.

## **Harassment**

Any incidents of harassment will be reviewed and monitored by a committee of governors which reports to the full governing body.

## **10. Consultation and Information**

We will invite stakeholders (i.e. pupils, staff, parents and governors) to provide their views on this policy and the scheme with invitations being extended through the school website. We will then take account of any views when creating the Action Plan. The leaflet about the Single Equalities Scheme will be available on the school website.

If we are aware that any stakeholder needs additional support to overcome potential barriers when expressing their views then we will make every effort to support them. This may be by translating material, providing enlarged texts or working with individual stakeholders to explain the content of the Equalities Scheme.



We have supported children with disabilities in the school by being involved in TAF meetings and liaising with outside agencies to help meet the needs of the child with a member of our staff in the role of lead professional.

We have used evidence from our tracking systems on pupil progress to focus on issues of attainment, exclusions and attendance with regard to equality monitoring.

### **11. Roles and Responsibilities**

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

### **12. Reporting and Reviewing the Scheme**

We are legally required to report annually on progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation.

This policy has a life span of three years and therefore must be reviewed and revised as part of a three-year cycle.

### **13. Publication**

The Schools Equality Scheme is published as a separate document and is available on request. It will also be published in the Policies section of the school website. All linked documents and policies are available from the Policies section of the school website or on request. The school will offer the document in other formats and languages as requested. The accessibility plan is also published on the school website

### **14. Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour.

Complaints about staff will be investigated using the appropriate Local Authority Procedures.

**Reviewed February 2023.**