

Clifton Green Primary School



Single Equality Guidance

Signature of Chair of Governors	Lyn Comer
Signature of Headteacher	
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Date of Review: Annually	November 2019
Member of Staff Responsible	Lisa Green
Reviewing Committee	Resources
Statutory/Non-Statutory	Statutory

Introductory notes

When the Equality Act 2010 was introduced fully in April 2011 there was no longer a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

This guidance has been adopted by the City of York Council who adapted slightly one which was developed in Derbyshire in the period 2007–08, and first published in 2009. It has been amended in the light of the Equality Act 2010, and of the specific duties that the Act will entail. It has been further adapted by CGPS and links to our Behaviour and Anti-Bullying Policy.

Legal framework

1. We welcome our duties under the Equality Act 2010 (See Appendix 1) 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 that these duties 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 the following 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:

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

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:

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

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:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- 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
- 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 appropriately

Where appropriate, we engage with a range of groups and individuals to ensure that those who are affected by a policy or activity may have a voice in the design of new policies, and in the review of existing ones, for example:

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

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 where appropriate publish quantitative and qualitative information about the school population, broken down by ethnicity and gender, and about any significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

Principle 9: Objectives

We formulate and publish one or more specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

The school's current objectives are:

- a) To narrow gaps in between different groups across school in both English and Maths**
- b) To increase attainment in English and Maths for pupils from low-income (FSM/Pupil Premium) and other pupils**
- c) To increase participation in extra-curricular activities for pupils with SEND or a Disability**
- d) To promote and enhance community cohesion and a sense of shared belonging in the school and the community of Clifton.**

- 5. We recognise that the actions resulting from a policy statement such as this are what make a difference.
- 6. Every two years, accordingly, we review these objectives 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 to Governors on progress towards achieving them, when reporting on other pupil outcome data.

The curriculum

- 8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 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 antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
11. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. Any incidents should be reported to the Headteacher, using a Log of Concern sheet, or in the case of an incident involving the Headteacher, to the Chair of Governors.
 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.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
14. The Chair of the governing body has a watching brief regarding the implementation of this policy.
15. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
16. The Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.
17. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to pupils and their parents and carers.
19. All staff and governors can be directed to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to, for example, disabilities and special educational needs, ethnicity, language, religious affiliation, national origin and gender.

Background and acknowledgements

1. As mentioned in the introductory note on page 1, this model statement is adapted from one originally produced in Derbyshire.
2. In its overall framework the Derbyshire policy on equalities in education is based on the race equality policy that it developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
3. The list of principles at paragraph 4 is adapted from material in *Equality Impact Assessments: a workbook*, published by the then Department for Children, Schools and Families in December 2007, and revised in November 2010.
4. The model statement takes into account guidance issued by other local authorities. These include Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle and Sheffield.

Features of the model

5. The model contains the following features.
 - The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
 - There are references where appropriate to religious affiliation and identity.
 - There are references where appropriate to sexual identity and to challenging homophobia.
 - The duty to promote community cohesion is integrated into the policy, particularly but not only in the third of the seven principles.
 - Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.
 - The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particular the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
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